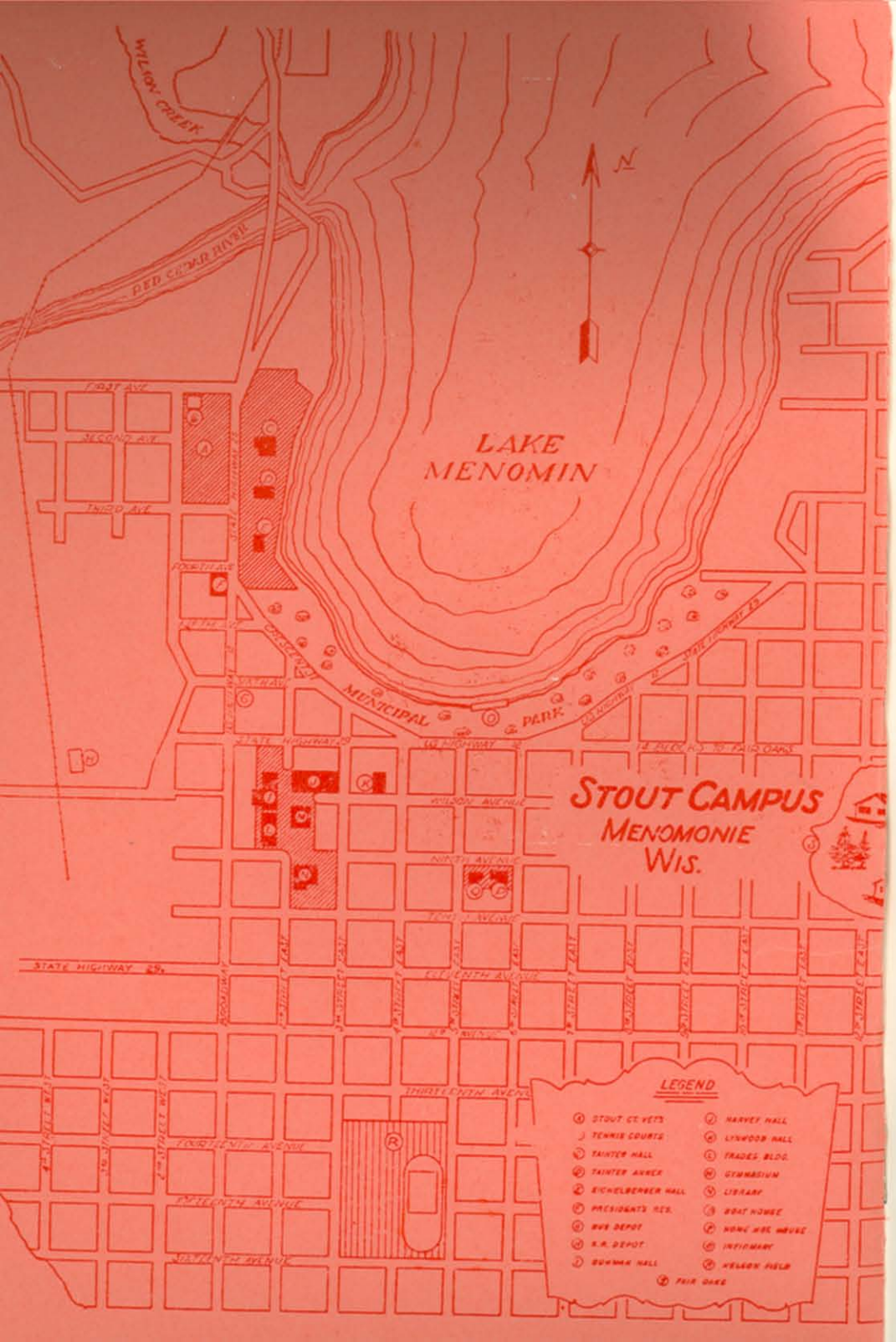
REGULAR SESSION
1954 - 1956

THE STOUT INSTITUTE BULLETIN

VOLUME XLVII, NUMBER 4 JUNE 1, 1954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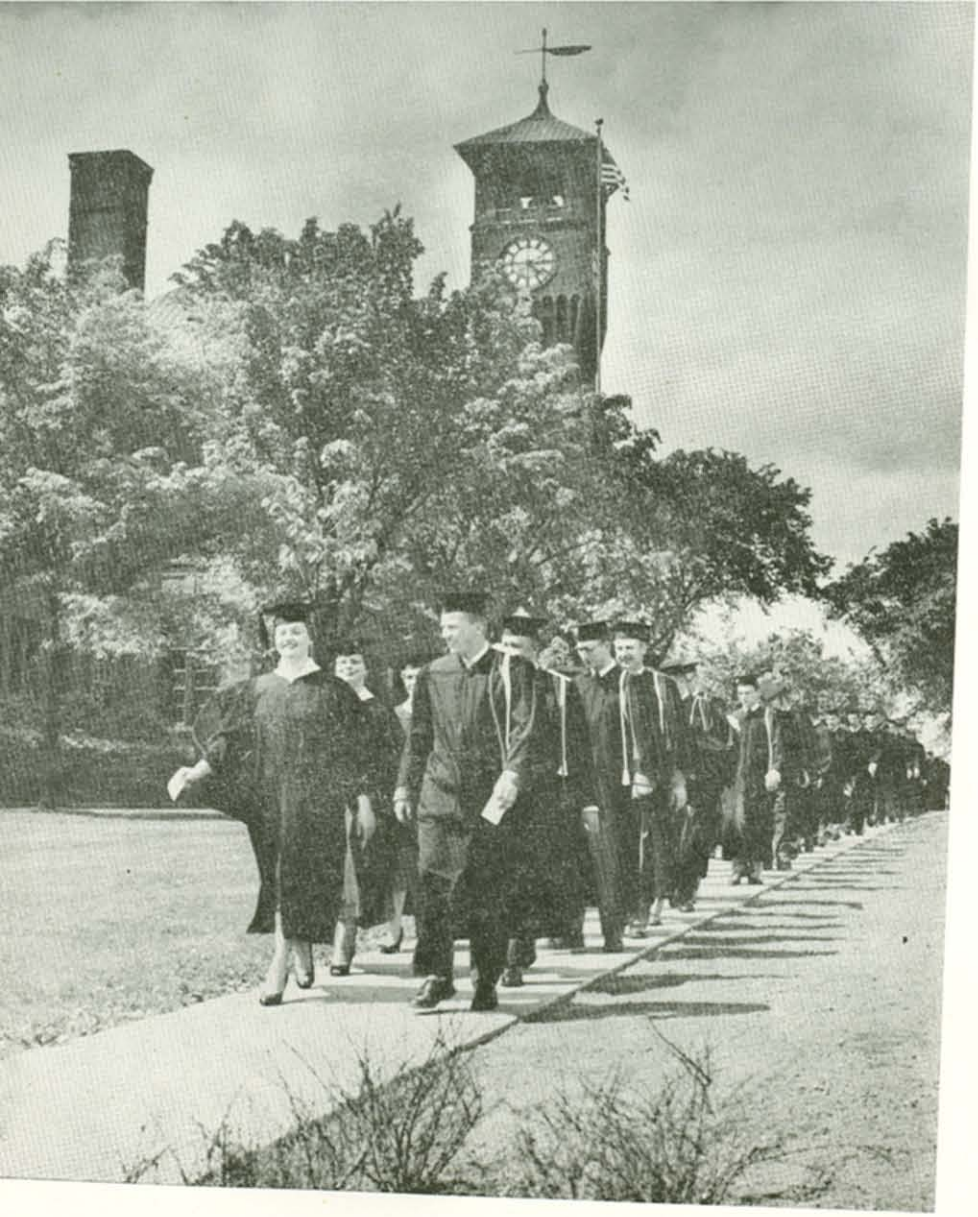

• Commencement Day

The Stout Institute Bulletin

Regular Sessions - 1954-1956

VOLUME XLVII, NUMBER 4 June 1, 1954

Issued quarterly to students of The Stout Institute. Additional copies may bee obtained at the offices of administration at The Stout Institute, 120 Second Street, Menomonie, Wisconsin. Entered as second class matter March 10, 1927, at the post office at Mnnomonie, Wisconsin, under the act of August 24, 1912.

1954

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College Calendar

REGULAR SESSION 1954-55

Monday, September 6, Labor Day
Tuesday, September 7, Registration for Freshman Student and All New Students Transferring from Other Colleges
Wednesday, September 8, Registration for Junior and Senior Students
Thursday, September 9, Registration for Sophomore Students
Friday, September 10, Classes Convene
Friday, November 5, Mid-Semester, End of First Nine Weeks
Wednesday, November 24, noon, Thanksgiving Vacation Begins
Monday, November 29, Classes Resume
Friday, December 17, noon, Christmas Vacation Begins
Monday, January 3, 1955, Classes Resume
Friday, January 21, First Semester Ends
Monday, January 24, and
Tuesday, January 25, Registration for Second Semester
Wednesday, January 26, Second Semester Classes Convene
Friday, March 25, Mid-Semester, End of Third Nine Weeks
Friday, April 8, noon, Spring Vacation Begins
Monday, April 18, Classes Resume
Friday, June 3, Commencement

SUMMER SESSION 1955

Monday, June 20, Summer Session Begins
Friday, July 8, End of First Three Weeks
Monday, July 11, Beginning of Second Three Weeks
Friday, July 29, Summer Session Closes
Monday, August 1, Driver Education Begins
Friday, August 12, Driver Education Ends

REGULAR SESSION 1955-56

Monday, September 5, Labor Day
Tuesday, September 6, Registration for Freshmen Students and All New Students Transferring from Other Colleges
Wednesday, September 7, Registration for Junior and Senior Students
Thursday, September 8, Registration for Sophomore Students

1956

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Friday, September 9, Classes Convene
Friday, November 4, Mid-Semester, End of First Nine Weeks
Wednesday, November 23, noon, Thanksgiving Vacation Begins
Monday, November 28, Classes Resume
Friday, December 16, noon, Christmas Vacation Begins
Monday, January 2, 1956, Classes Resume
Friday, January 20, First Semester Ends
Monday, January 23, and
Tuesday, January 24, Registration for Second Semester
Wednesday, January 25, Second Semester Classes Convene
Friday, March 23, Mid-Semester, End of Third Nine Weeks
Friday, March 30, noon, Spring Vacation Begins
Monday, April 9, Classes Resume
Friday, June 1, Commencement

SUMMER SESSION 1956

Monday, June 25, Summer Session Begins
Friday, July 13, End of First Three Weeks
Monday, July 16, Beginning of Second Three Weeks
Friday, August 3, Summer Session Closes
Monday, August 6, Driver Education Begins
Friday, August 17, Driver Education Ends

Board Of Trustees

President: Robert L. Pierce, Menomonie
Vice-President: John Last, Lake Mills
Secretary: Lloyd E. Berray, Madison

Employee Members

	Term Expires
Mrs. Erna Cartwright, Oshkosh	1959
Frank C. Horyza, Superior	1959
E. J. Fransway, Wauwatosa	1957

Agricultural Members

Elmer Wilkins, Platteville	1955
John Last, Lake Mills	1955
Thomas E. Hamilton, Westfield	1957

Employer Members

A. A. Laun, Kiel	1959
Robert L. Pierce, Menomonie	1955
Morton C. Frost, Kenosha	1957

Ex-Officio Members

George Watson, State Superintendent of Public Instruction, Madison

Voyta Wrabetz, State Industrial Commission, Madison

Clarence Greiber, Director, State Board of Vocational and Adult Education, Madison

Stated Meetings of the Board

Regular quarterly meetings of the Board are held on the fourth Monday in March, June, and September, and on the third Monday in December.

Administration

VERNE C. FRYKLUND, Ph.D., President

JOHN A. JARVIS, Ph.D., Dean, Division of Industrial Education, Director of Summer Session

ALICE J. KIRK, Ed.D., Dean, Division of Home Economics

RALPH G. IVERSON, Ed.D., Director, Student Personnel Services

RAY A. WIGEN, M.Ed., Director of Graduate Studies

KETURAH ANTRIM, Ph.M., Dean of Women

MERLE M. PRICE, M.A., Dean of Men

GERTRUDE M. O'BRIEN, Ph.M., Registrar, Placement Chairman

E. J. SCHOEPP, A.B., Business Manager

JAMES THOMPSON, Account Examiner

MINNIE J. BECKER, Secretary to the President

RUDOLPH ROEN, Superintendent of Buildings and Grounds

H. O. STROZINSKY, Chief Engineer

SHIRLEY KUHN, R.N., College Nurse

DR. J. A. HALGREN, M.D., College Physician

MARY KILLIAN, M.A., Director of Cafeteria

MRS. REBECCA NELSON, B.S., Director of Halls and Housing, Hostess of Tainter Hall

MRS. GERTRUDE ADAMS, Hostess of Tainter Annex

MRS. CHARLOTTE SIMS, A.B., Hostess of Eichelberger Hall

GUY SALYER, Ph.D., Resident Head, Lynwood Hall

LILLIAN M. FROGGATT, A.M.L.S., Director of Library

MRS. BEULAH C. HOWISON, A.B., Assistant Librarian

MYRTLE STRAND, Assistant Librarian

Mrs. Grace M. Hanson, Secretary to Director of Student Personnel Services

MRS. IRENE HOSFORD, Secretary to Dean of Men

GENEVIEVE KNOPPS, Secretary to the Registrar

MRS. ELIZABETH LARSON, Secretary to Dean of Home Economics

MRS. CORRINE MOEN, Secretary to Business Manager

MRS. EVA ROGERS, B.S., Secretary to Dean of Industrial Education

CATHARINE MOFFAT, Secretary to Director of Graduate Studies

Faculty Committees

Administrative Council

Verne C. Fryklund, Chairman, Keturah Antrim, Ralph G. Iverson, John A. Jarvis, Alice J. Kirk, Gertrude M. O'Brien, Merle M. Price, E. J. Schoepp, Ray A. Wigen.

Accrediting

Ray A. Wigen, Chairman, Dwight Agnew, Herman Arneson, Lillian Froggatt, Ralph G. Iverson, John A. Jarvis, Alice J. Kirk, E. R. Oetting, Guy Salyer, Gustave Wall.

Admission and Credits

Alice J. Kirk, Chairman, Ralph G. Iverson, John A. Jarvis, Anne Marshall, Gertrude M. O'Brien, E. R. Oetting, Ray A. Wigen.

Alumni Relations

E. R. Rudiger, Chairman, Robert Swanson, Herbert Anderson, Raymond Cornwell, Eleanor Cox, Ray Kranzusch, Philip Ruehl, Edwin Siefert, George Soderberg, Lloyd Whydotski.

Assembly and Lyceum

C. L. Rich, Chairman, Martha Ruth Amon, Raymond Cornwell, Victor H. Hardt, Charles Parmer, George Soderberg, Norman Ziemann, and three student members.

Athletic Committee

Ray C. Johnson, Chairman, Keturah Antrim, Dwight Chinnock, Irene Erdlitz, Myron Harbour, Floyd Keith, Edwin Siefert, Jack Wink, and two student members.

Catalog and Publications

Anne Marshall, Chairman, Arnold Nelson, Lloyd Whydotski.

Commencement

Merle M. Price, Chairman, Martha Ruth Amon, Clara Carrison, Raymond Cornwell, Victor H. Hardt, Ella Jane Meiller, K. T. Olsen, Ernest Rawson, Lloyd Whydotski, and two student members.

Counseling Services

Ralph G. Iverson, Chairman, Marjory Elliott, Wauneta Hain, Margaret Harper, John A. Jarvis, Anne Marshall, Ellen Nelson, E. R. Oetting, K. T. Olsen, Charles Parmer, Robert Swanson, Norman Ziemann, and two student members.

Curriculum and Instruction

E. R. Oetting, Chairman, David Barnard, Clara Carrison, Dwight Chinnock, Marjory Elliott, Lillian Froggatt, Myron Harbour, Margaret Harper, Lillian Jeter, Floyd Keith, Mary Killian, Ellen Nelson, Ann Noble, Ernest Rawson, E. Robert Rudiger, and two student members.

Faculty Services

Dwight Agnew, Chairman, Gertrude Callahan, Mary Clark, Victor H. Hardt, Lillian Jeter, Mary Killian, Richard Klatt, Otto Nitz, Matthew Reneson, Benita Smith, George Soderberg, O. Ardis Thvedt.

Finance and Audits

E. J. Schoepp, Chairman, David Barnard, Margaret Harper, Edwin Siefert, Gladys Trullinger.

Graduate

Ray A. Wigen, Chairman, Dwight Agnew, Alice J. Kirk, Anne Marshall, E. R. Oetting, J. E. Ray, E. R. Rudiger, Robert Swanson, Gustave Wall.

Institutional Studies

Guy Salyer, Chairman, Dwight Agnew, Herman Arneson, Marjory Elliott, John A. Jarvis, C. H. Parmer, Merle M. Price, Hazel Van Ness.

Library

Lillian Froggatt, Chairman, Gertrude Callahan, Mary Clark, Robert A. Elftmann, Wauneta Hain, J. E. Ray, Benita Smith, Hazel Van Ness and two student members.

Placement and Follow-Up

Gertrude M. O'Brien, Chairman, Dwight Chinnock, John A. Jarvis, Alice I. Kirk, Ann Nobel, Ray A. Wigen.

Salary, Rank and Tenure

Anne Marshall, Chairman, Dwight Chinnock, Thomas Fleming, Mary Killian, Ellen Nelson, E. R. Oetting, Philip Ruehl.

Student Personnel Services

Ralph G. Iverson, Chairman, Keturah Antrim, Herman Arneson, Thomas Fleming, John A. Jarvis, Alice J. Kirk, Gertrude M. O'Brien, Merle M. Price, Guy Salyer, Ray A. Wigen.

Student Welfare

Herman Arneson, Chairman, Keturah Antrim, David Barnard, Irene Erdlitz, Wauneta Hain, Thomas Fleming, Ray C. Johnson, Mary Killian, Ray Kranzusch, Shirley Kuhn, Arnold Nelson, Rebecca Nelson, Otto Nitz, K. T. Olsen, Merle M. Price, Matthew Reneson, Philip Ruehl, Gladys Trullinger and four student members.

• The new Library, housing one of the nations' most complete collection of books in the fields of Home Economics and Industrial Education. The building also contains the free textbook library, seminar, display, and audio-visual rooms.

Faculty

VERNE C. FRYKLUND, *President.*
The Stout Institute, Diploma; Colorado College of Education, A.B.; University of Missouri, M.A.; University of Minnesota, Ph.D. The Stout Institute since 1945.

DWIGHT L. AGNEW, *Head of Department and Associate Professor of Social Science.*
Park College, Parkville, Missouri, A.B.; University of Iowa, A.M., Ph.D. The Stout Institute since 1947.

HERBERT ANDERSON, *Assistant Professor of Industrial Education. Woodworking.*
The Stout Institute, B.S.; University of Minnesota, M.A.; University of Missouri, Ed.D. The Stout Institute since 1948.

MARTHA RUTH AMON, *Head of Department of Related Art and Assistant Professor of Home Economics.*
University of Wisconsin, B.S., M.S.; Graduate Study. The Stout Institute since 1949.

KETURAH ANTRIM, *Dean of Women, Assistant Professor of Physical Education.*
Lake Forest University, Lake Forest, Illinois, B.A.; University of Wisconsin, Ph.M.; Columbia University, Graduate Study. The Stout Institute since 1936.

HERMAN C. ARNESON, *Assistant Professor of Science and Mathematics.*
Northland College, B.A.; University of Minnesota, M.A.; Graduate Study. The Stout Institute since 1945.

DAVID P. BARNARD, *Assistant Professor of Industrial Education. Visual Education, Photography, Lithography.*
The Stout Institute, B.S., M.S.; Indiana University, Graduate Study. The Stout Institute since 1947.

GERTRUDE L. CALLAHAN, *Head of Department and Professor of English.*
University of Chicago, Ph.B.; University of Wisconsin, Ph.M.; Bread Loaf, Vermont, University of Wisconsin, Graduate Study. The Stout Institute since 1927.

CLARA C. CARRISON, *Assistant Professor of Home Economics. Food and Nutrition.*
Western Illinois State Teachers College, B.E.; University of Iowa, M.S.; Ohio State University, Pennsylvania State College, Graduate Study. The Stout Institute since 1948.

DWIGHT D. CHINNOCK, *Associate Professor of Education. Supervisor of Student Teaching.*
Wisconsin State College, River Falls, Diploma; The Stout Institute, B.S.; University of Minnesota, M.A., Graduate Study. The Stout Institute since 1940.

MARY CLARK, *Instructor of Home Economics. Clothing and Textiles.*
The Stout Institute, B.S., M.S. The Stout Institute since 1953.

RAYMOND L. CORNWELL, *Instructor of Industrial Education. Printing.*
The Stout Institute, B.S., M.S. The Stout Institute since 1951.

ELEANOR H. COX, *Associate Professor of Science and Mathematics.*
University of Wisconsin, B.S., M.A., Graduate Study. The Stout Institute since 1942.

MARJORY ELLIOTT, *Associate Professor of Home Economics. Home Economics Education.*
University of Missouri, B.S., A.M.; University of California at Los Angeles, Graduate Study. The Stout Institute since 1949.

IRENE ERDLITZ, *Instructor of Physical Education.*
Wisconsin State College, La Crosse, B.A.; Northwestern University, M.A.; University of Wisconsin, Graduate Study. The Stout Institute since 1950.

THOMAS FLEMING, *Associate Professor of English.*
Wisconsin State College, Eau Claire, B.S.; University of Wisconsin, M.A., Ph.D. The Stout Institute since 1946.

WAUNETA HAIN, *Assistant Professor of English and Speech.*
Milton College, B.A.; University of Wisconsin, M.A.; Pennsylvania State College, Graduate Study. The Stout Institute since 1946.

MYRON HARBOUR, *Assistant Professor of Science and Mathematics.*
Wisconsin State College, Superior, B.E.; University of Wisconsin, Ph.M. The Stout Institute since 1947.

VICTOR H. HARDT, *Head of Department and Assistant Professor of Music.*
Concordia, Illinois, Teachers College, B.S.; Vandercook School of Music, Chicago, Illinois, B.M.; University of Minnesota, M.Ed.; Columbia University, Graduate Study. The Stout Institute since 1952.

MARGARET E. HARPER, *Assistant Professor of Home Economics. Home Economics Education.*
Kansas Wesleyan University, B.S.; Kansas State College, M.S.; Colorado Agricultural and Mechanical College, Iowa State College, Graduate Study. The Stout Institute since 1951.

RALPH G. IVERSON, *Director of Student Personnel Services. Associate Professor of Education.*
Augustana College, B.A.; University of Minnesota, M.A.; University of California, Ed. D. The Stout Institute since 1951.

JOHN A. JARVIS, *Dean of the Division of Industrial Education. Professor of Industrial Education.*
University of Wisconsin, B.S. in Mechanical Engineering; The Stout Institute, B.S.; Wayne University, M.Ed.; University of Minnesota, Ph.D. The Stout Institute since 1946.

LILLIAN JETER, *Head of Department of Clothing and Textiles and Professor of Home Economics.*
Kansas State Agriculture College, B.S.; Columbia University Teachers College, M.A.; University of Nebraska, Columbia University, Graduate Study. The Stout Institute since 1927.

RAY C. JOHNSON, *Head of Department and Associate Professor of Physical Education.*
State Teachers College, Moorhead, Minnesota, B.E.; Columbia Univerversity, M.A.; New York University, Graduate Study. The Stout Institute since 1938.

FLOYD KEITH, *Head of Department of Metalworking and Professor of Industrial Education. Sheet Metal.*
Wisconsin State College, River Falls, Diploma; The Stout Institute, B.S.; Iowa State College, M.S. The Stout Institute since 1922.

MARY KILLIAN, *Associate Professor of Home Economics. Food and Nutrition.*
Municipal University, Omaha, Nebraska, B.S.; Creighton University, Omaha, Nebraska, M.A.; Columbia University, St. Louis University, Graduate Study. The Stout Institute since 1947.

ALICE J. KIRK, *Dean of the Division of Home Economics. Professor of Home Economics.*
University of Wisconsin, B.S.; Columbia University, M.A., Ed.D. The Stout Institute since 1947.

DICK G. KLATT, *Instructor of Industrial Education. General Metal.*
The Stout Institute, B.S., M.S. The Stout Institute since 1952.

RAY F. KRANZUSCH, *Associate Professor of Industrial Education. Auto Mechanics, General Mechanics.*
The Stout Institute, B.S.; Iowa State College, M.S. The Stout Institute since 1924.

ANNE MARSHALL, *Head of Department and Professor of Science and Mathematics.*
Denison University, B.S.; Ohio State University, M.A., Ph.D. The Stout Institute since 1939.

ELLA JANE MEILLER, *Head of Department of Food and Nutrition and Associate Professor of Home Economics.*
Kansas State College, B.S.; University of Wisconsin, M.S.; Kansas State College, Graduate Study. The Stout Institute since 1950.

ARNOLD G. NELSON, *Assistant Professor of English.*
Hamline University, B.A.; University of Minnesota, M.A., Ph.D. The Stout Institute since 1953.

ELLEN NELSON, *Associate Professor of Home Economics. Food and Nutrition.*
The Stout Institute, B.S., M.S.; University of Illinois, Graduate Study. The Stout Institute since 1952.

OTTO NITZ, *Associate Professor of Science and Mathematics.*
Elmhurst College, Elmhurst, Illinois, B.S.; University of Iowa, M.S., Ph.D.; The Stout Institute since 1952.

ANN NOBLE, *Head of Department of Home Economics Education and Associate Professor of Home Economics.*
Simpson College, Indianola, Iowa, A.B.; University of Wisconsin, M.S.; Colorado Agricultural and Mechanical College, Ohio State University, Iowa State College, Graduate Study. The Stout Institute since 1947.

ERICH RICHARD OETTING, *Head of Department and Professor of Psychology and Education.*
Wayne State Teachers College, Wayne, Nebraska, B.S.; University of Wisconsin, University of Nebraska, M.A., Ph.D. The Stout Institute since 1945.

K. T. OLSEN, *Associate Professor of Industrial Education. Woodworking, Carpentry.*
Iowa State College, B.S., M.S., Graduate Study. The Stout Institute since 1947.

CHARLES HARRISON PARMER, *Assistant Professor of Social Science.*
State Teachers College, Millersville, Pennsylvania, B.S.; Pennsylvania State College, M.Ed., Ph.D. The Stout Institute since 1949.

MERLE M. PRICE, *Dean of Men. Associate Professor of Social Science.*
State Teachers College, St. Cloud, Minnesota, Diploma; University of Minnesota, B.S., M.A., Graduate Study. The Stout Institute since 1929.

J. E. RAY, *Head of Department of Drafting and Professor of Industrial Education. Architectural and Freehand Drawing, Masonry, Building Construction.*
Williamson Trade School, Diploma; The Stout Institute, B.S.; Iowa State College, M.S.; New York University, Ed.D. The Stout Institute since 1930.

ERNEST RAWSON, *Assistant Professor of Industrial Education. Auto Mechanics, Metalworking.*
State Teachers College, Peru, Nebraska, B.A.; Colorado Agricultural and Mechanical College, Fort Collins, Colorado, M.E.; Wayne University, Pennsylvania State College, Graduate Study. The Stout Institute since 1949.

MATTHEW RENESON, *Instructor of Science and Mathematics.*
Fitchburg Teachers College, Fitchburg, Massachusetts, B.S.; University of Minnesota, M.A., Graduate Study. The Stout Institute since 1949.

CORYDON L. RICH, *Associate Professor of Science and Mathematics.*
Wisconsin State College, Oshkosh, Ed.B.; University of Wisconsin, Ph.M.; University of Minnesota, Graduate Study. The Stout Institute since 1931.

E. ROBERT RUDIGER, *Assistant Professor of Education.*
The Stout Institute, B.S., M.S.; University of Missouri, Ed.D. The Stout Institute since 1952.

PHILIP W. RUEHL, *Assistant Professor of Industrial Education. Electricity.*
The Stout Institute, B.S., M.S.; University of Minnesota, Graduate Study. The Stout Institute since 1948.

GUY SALYER, *Associate Professor of Psychology and Education.*
University of Missouri, A.B., A.M.; University of Nebraska, Ph.D. The Stout Institute since 1948.

EDWIN SIEFERT, *Assistant Professor of Industrial Education. Machine Drawing, General Drawing.*
The Stout Institute, B.S.; Wayne University, M.E.; Pennsylvania State College, University of Illinois, Graduate Study. The Stout Institute since 1950.

BENITA GROTE SMITH, *Associate Professor of Home Economics. Family Life Education. Director of Nursery School.*
Iowa State College, B.S.; Merrill-Palmer School, Detroit; Iowa State College, M.S.; University of Minnesota, Graduate Study. The Stout Institute since 1943.

GEORGE SODERBERG, *Associate Professor of Industrial Education. Woodworking.*
The Stout Institute, B.S.; University of Minnesota, M.A. The Stout Institute since 1945.

ROBERT SWANSON, *Assistant Professor of Industrial Education. Woodworking.*
The Stout Institute, B.S., M.S.; University of Minnesota, Graduate Study. The Stout Institute since 1950.

O. ARDIS THVEDT, *Instructor of Home Economics. Related Art.*
Concordia College, Moorhead, Minnesota, B.S.; University of Wisconsin, M.S. The Stout Institute since 1952.

GLADYS TRULLINGER, *Assistant Professor of Home Economics. Family Life Education. Director of Home Management Residence.*
University of Nebraska, B.S., M.S.; Colorado State College, Michigan State College, Iowa State College, University of Minnesota, Graduate Study. The Stout Institute since 1936.

HAZEL VAN NESS, *Associate Professor of Home Economics. Clothing and Textiles.*
Syracuse University, B.S.; Columbia University, A.M.; Columbia University, Michigan State College, Syracuse University, University of Kentucky, Graduate Study. The Stout Institute since 1929.

GUSTAVE WALL, *Associate Professor of Education. Graduate Studies.*
Winona State Teachers College, Winona, Minnesota, Diploma; University of Minnesota, B.S., M.A., Ph.D. The Stout Institute since 1952.

LLOYD WHYDOTSKI, *Head of Department of Printing and Associate Professor of Industrial Education. Printing and Publications.*
The Stout Institute, B.S.; Colorado State College of Education, Greeley, Colorado, A.M. The Stout Institute since 1949.

THEODORE E. WIEHE, *Assistant Professor of Industrial Education. Machine Shop, Foundry, Patternmaking.*
Oklahoma Agriculture and Mechanical College, B.S.; M.S.; University of Missouri, Ed. D. The Stout Institute since 1954.

RAY A. WIGEN, *Director of Graduate Studies. Professor of Education.*
Wisconsin State College, River Falls, Diploma; University of Minnesota, B.S., M.A., Graduate Study. The Stout Institute since 1933.

JACK S. WINK, *Assistant Athletic Director and Assistant Professor of Physical Education.*
University of Wisconsin, B.S., M.S. The Stout Institute since 1952.

NORMAN C. ZIEMANN, *Head of Department and Assistant Professor of Speech.*
Wisconsin State College, La Crosse, B.S.; Northwestern University, M.A., Graduate Study. The Stout Institute since 1949.

EMERITUS

BURTON E. NELSON, *President.*
Pennsylvania State Normal School, Diploma; Western Normal College, B.S., M.S. The Stout Institute 1923-1945.

CLYDE A. BOWMAN, *Dean, Division of Industrial Education.*
State Normal, River Falls, Wisconsin, Diploma; The Stout Institute, Diploma; Columbia University, B.S.; University of Wisconsin, M.S., Graduate Study. The Stout Institute 1919-1953.

RUTH E. MICHAELS, *Dean, Division of Home Economics.*
The Stout Institute, Diploma; University of Chicago, Ph.B.; Columbia University, M.A. The Stout Institute 1927-1947.

FREDA M. BACHMANN, *Biological Science.*
Miami University, Oxford, Ohio, A.B., M.A.; University of Wisconsin, Ph.D. The Stout Institute 1924-1939.

LILLIAN CARSON, *Related Art.*
University of Chicago, Ph.B., M.S. The Stout Institute 1927-1946.

MARGARET WINNONA CRUISE, *Food and Nutrition.*
University of Toronto, B.A.; Columbia University, M.S. The Stout Institute 1927-1947.

FRED L. CURRAN, *Industrial Education.*
The Stout Institute, B.S.; University of Minnesota, M.A. The Stout Institute 1908-1941.

H. M. HANSEN, *Woodworking.*
The Stout Institute, B.S.; University of Minnesota, M.A. The Stout Institute 1912-1952.

ALICE SHERFY HOUSTON, *Director of Nursery School.*
Ohio State University, B.S.; University of Washington, M.S. The Stout Institute 1931-1941.

MABEL H. LEEDOM, *Chemistry.*
Columbia University, B.S., M.A. The Stout Institute 1910-1941.

MARY M. MCCALMONT, *Chemistry.*
Westminster College, B.S.; University of Wisconsin, M.S. The Stout Institute 1912-1952.

HAROLD C. MILNES, *Machine Shop*
Armour Institute Certificate; The Stout Institute, B.S.; Iowa State College, M.S. The Stout Institute 1916-1954.

MABEL C. ROGERS, *Food and Nutrition.*
Michigan State College, B.S.; Columbia University, A.M. The Stout Institute 1935-1947.

F. E. TUSTISON, *Science and Mathematics.*
Ohio Wesleyan University, B.S.; University of Wisconsin, M.S. The Stout Institute 1920-1951.

• The main reading room of the new Library is spacious and well lighted. The lobby is a pleasent place for visiting.

General Information

The Stout Institute has been training teachers for vocational, industrial and home economics education since 1893. At first provision was made for only a two-year course, but in 1917 the four-year course, and in 1935 the fifth year on the graduate level, leading to the degree of Master of Science, were authorized. During these years of development and expansion, it held consistently to the function of preparing teachers and administrators in these fields of work.

Provisions are made for students to complete requirements for the degree of Bachelor of Science or to take undergraduate work beyond the degree requirements for refresher purposes. Beginning with the second semester of the college year 1945-46, graduate work has been offered during both the regular session and the summer session. This curriculum leads to the degree of Master of Science with the major in vocational education, industrial arts education, or home economics education. For persons interested in study in these fields, The Stout Institute has unusual facilities and an unexcelled faculty.

The college year is thirty-six weeks in length. There are two semesters of eighteen weeks each. The summer session, which opens each year in June, two weeks after the close of the regular session, is six weeks in length.

HISTORY

With the creation of the State of Wisconsin in 1848 there came recognition of the educational needs of the new commonwealth. Teacher training received prompt attention in the creation of its first normal school. Massachusetts and Pennsylvania preceded Wisconsin in the organization of normal schools; but the record shows that in 1867, less than twenty years later, Wisconsin was leading even these two states and all other states in the number of state normal schools in operation.

In 1867 Wisconsin was operating five state normal schools, one more than existed in any other state. Today the state's present political and educational leadership is dedicated to the further development of the state's educational equipment and professional standards.

The Stout Institute was founded as "Stout Manual Training School" by Senator James H. Stout, of Menomonie, who financed the institution through twenty-two long critical years up to the time of his death in 1910.

In 1911, because of the importance of industrial and home economics education in the schools of the state, The Stout Institute was taken over by the state from a private ownership and operation. By legislative enactment Stout was made the state's teacher training school for teachers in these two fields of education. The Stout Institute has for almost a half century devoted

its efforts to the preparation of teachers in home economics and industrial and vocational education.

Here follows a brief summary of the history of The Stout Institute.

In 1889 manual training was inaugurated in the Menomonie public schools in all twelve grades through high school.

In 1893 new buildings were built and manual training was placed under separate supervision.

In 1903 The Stout Training School was founded under private patronage. The name was changed to The Stout Institute in 1908.

In 1911 The Stout Institute was presented to the state, accepted, and placed under the control of the Board of Trustees of The Stout Institute.

In 1917 The Stout Institute was by legislative action made a college with degree granting power.

In 1935 through legislative action The Stout Institute was authorized to undertake graduate work and to grant the Master of Science degree with designated majors in (1) Industrial Education, (2) Vocational Education, and (3) Home Economics Education.

The history The Stout Institute would not be complete without the mention of Lorenzo Dow Harvey. On his retirement from the State Superintendency of Instruction in Wisconsin, Mr. Harvey, at the urgent invitation of Senator Stout, assumed in 1903 the presidency of The Stout Manual Training School and later of The Stout Institute. President Harvey continued in charge of The Stout Institute until the time of his death in June, 1922. In 1923 Burton Edsel Nelson became president, continuing until his retirement in 1945. Verne C. Fryklund assumed his executive duties as the third president of the institution in October of that year.

AIMS OF THE COLLEGE

The Stout Institute is the Wisconsin state college of industrial, vocational, and home economics education. Its primary function is the technical training of men and women for professional work in these fields. Stout is the only college in America preparing students exclusively in these technical areas. Stout prepares not only for the teaching profession but also for a variety of other work.

Students in industrial education may prepare for technical and executive positions in industry. Industrial education graduates have found advantageous employment as trainers in education departments of industrial plants, in production and planning departments of manufacturing plants, in maintenance departments, as technically trained salesmen, and in various other types of employment in industry.

The home economics courses at Stout provide preparation directed toward a variety of vocations other than teaching. Students are prepared for responsible positions as dietitians, home demonstration agents, teachers and supervisors of nursery schools, and managers of cafeterias and restaurants. Graduates are also qualified to enter the fields of commercial demonstration, food, textile and equipment research, home economics journalism, and family life education. Regardless of what field a student may plan to enter, an education in home economics is the kind of specialized and cultural education which will prepare her for marriage and citizenship.

While specialized training is emphasized at The Stout Institute, the curriculum is designed to give students a general education. Departments are maintained in education and psychology, English, speech, science and mathematics, social sciences, physical education, and music. In conjunction with the specialized divisions of The Stout Institute, the specific aims of these studies are to encourage the student:

1. To secure effective use of the English language in writing and speaking and the ability to acquire ideas by reading and listening.
2. To acquire understandings and attitudes basic to a happy family life.
3. To maintain and to improve good mental and physical health.
4. To participate as an informed responsible citizen in the solution of community, state, national, and international problems.
5. To know and to use skills and habits involved in critical and constructive thinking.
6. To understand and enjoy literature, drama, art, music, and crafts; and to participate to some extent in these fields.
7. To understand basic facts and methods of science as applied to life activities.
8. To develop potential abilities and talents, and to sense limitations.
9. To develop a philosophy of life including values which are socially constructive and personally satisfying.
10. To learn historical origins and cultural heritage which serve as a background of present-day problems.
11. To attain individual achievement toward ideals and social goals in a democracy.

Thus, The Stout Institute believes that men and women should receive not only professional training but also the kind of general education that will make them responsible and informed citizens, equip them with an understanding of our changing civilization, and enable them to enjoy the arts of living.

ENROLLMENT

While most of the students come from Wisconsin, almost every state in the Union has been represented in the enrollment at The Stout Institute. Through the years the enrollment at Stout has been more than national in character. In past years as many as thirty-eight states, Canada, Panama, Peru, Germany, Finland, The Philippines, France and Guam have been represented. Almost every year students from Hawaii and Alaska have attended The Stout Institute.

Stout graduates are teaching in every state in the Union, in Canada, the Canal Zone, Hawaii, Cuba, Alaska, and the West Indies.

COLLEGE ASSOCIATION AFFILIATIONS

Soon after The Stout Institute restricted its work to a four-year curriculum, it was accepted by the North Central Association as a member of the teachers college group and two years later was taken into full college membership. Since the formation of the American Association of Colleges for Teacher Education, The Stout Institute has maintained membership in that organization. The college is also a member of the American Council on Education.

CONSERVATION

By Wisconsin state law, instruction in conservation is required for all students who are to be certified to teach courses in science and social science. Although The Stout Institute does not specifically prepare teachers in these subjects, for general education purposes units on conservation are integrated in the following areas: economics, sociology, government, woodworking, metalworking, printing, safety education, consumer information, food, and clothing.

BUILDINGS AND GROUNDS

Five large, thoroughly equipped buildings (Harvey Hall, Bowman Hall, the Physical Education Building, the Trades Building and the Library) comprise the central plant. In addition, there are four dormitories, one hundred sixteen small houses for veterans, a home management house and an infirmary. The grounds include spacious lawns for the women's dormitories and veterans' homes, a practice field, tennis courts and the Burton E. Nelson Athletic Field.

The Library

The new library building houses 70,000 volumes and seats 250 readers. It has an audio-visual room, seminar rooms, and a space for displays. The library provides a wide range of reference material, particularly on home economics and industrial and vocational education. It is also rich in the fields of art, the social and natural sciences, mathematics, engineering, manufacturing, and industry. A large number of books and magazines for purely cultural reading are provided.

Laboratories and Equipment

The shops for the teaching of industrial subjects are all well equipped and kept up-to-date. The Trades Building is devoted exclusively to shops containing all needful equipment for elementary and advanced classes in carpentry, cabinetmaking, general woodwork, auto mechanics, sheet metal, painting and finishing, architectural and machine drafting, and visual education. It has provision for use of all types of visual education equipment. Bowman Hall contains shops completely equipped for work in general mechanics, foundry, printing, general metal, electrical work, and machine shop practice. A physics laboratory and shops for practice teaching are also housed here. Necessary lecture rooms for general subjects are provided throughout the building.

The home economics laboratories in Harvey Hall have recently been extensively remodeled and re-equipped. This modernization program includes the laboratories used for art and home furnishings, child development, food and nutrition, home management, clothing and textiles, home economics education and the sciences. Adequate lighting and modern furnishings and equipment make for effective instruction in pleasant and comfortable surroundings. The Stout Institute home economics laboratories, because of their unique nature and functional arrangement, have attracted hundreds of visitors from the United States and many other countries.

Auditorium

One of the wings of Harvey Hall houses a large, modern auditorium with a seating capacity of 800. At least once every two weeks an attractive program of an educational or entertainment nature is presented by nationally known speakers or entertainers. The large stage makes possible the appearance of large musical organizations, local and traveling, and provides excellent facilities for work in dramatics.

Home Management House

A thoroughly modern and fully equipped Home Management House located near the Infirmary contains all conveniences and accommodations needed in such a building. Recreation room, store room, and laundry are found in the basement. A large living room, kitchen, and director's living quarters are on the first floor. On the second floor are comfortable, well-lighted student rooms. The Home Management House is well planned and equipped to further the objectives of Family Life Education.

The Infirmary

The Stout Institute maintains an infirmary for the care of students, where every detail of health is carefully supervised. A resident registered nurse

supervises the health of students throughout the college and is on duty at the infirmary. The nurse maintains regular office hours in her rooms in Harvey Hall. A college physician is available for consultations. Students are given a medical examination upon entrance and graduation.

A student health fee of $2.50 per semester is paid by all students. This fee insures dispensary service, physical examinations, and three days of infirmary care without charge. After the third day a charge of $1.50 a day will be made for meals. Students rooming in dormitories where meals are served will not be charged for meals while in the infirmary.

Any student who is too ill to attend classes should report at once to the school nurse. Students living in Menomonie shall have their parents or guardian notify the school nurse. Cases of severe illness or other serious situations that will enforce prolonged absence should be reported to the Dean of Women and Dean of Men.

Dormitories

Three dormitories are provided for women, Bertha Tainter Hall, Bertha Tainter Annex, and Mary Eichelberger Hall. These dormitories are located on spacious grounds overlooking Lake Menomin. The reception rooms and student living quarters are all comfortably and attractively furnished. The dining room, located in Tainter Hall, serves carefully planned meals. The charge for meals is maintained at as low a rate as possible under the prevailing price structure. The current rate is $193.50 per semester. Board is payable six weeks in advance. A laundry in connection with the women's dormitories provides service to students in these dormitories at a minimum charge.

Lynwood Hall, the men's dormitory, has large recreation and living rooms and comfortable quarters for the men students. The building is soundproofed. Students who live at Lynwood eat in the college cafeteria, one-half block from the dormitory.

All non-resident freshmen and transfer students are required to live in the college dormitories. All sophomore students under twenty-five years of age are also expected to live in the dormitories, when such accommodations are available. An application form for a room must be filed along with the other forms included in the admission papers. A ten-dollar advance deposit is required.

The charge for a room for each student for one semester (18 weeks) is $76.50. This price applies to all dormitories. Room rent is payable in advance at the beginning of each semester.

Rooms are available on the Sunday immediately preceding registration day in the fall. All rooms are assigned for the entire academic year. Each room is furnished with single beds and innerspring mattresses, pillows, dresser, study table, chairs, study lamp, and book case. Sheets, pillow cases, and one

blanket are supplied for each bed. Additional bed covering, such as extra blankets, must be supplied by the student. Students are requested not to bring additional furniture, particularly floor lamps. Radios are permitted in the rooms, provided the students comply with the regulations for radios. There is a radio for general use in each lounge.

Accommodations for men and women students not living in the dormitories may be procured in the city. Room rents vary, according to location and desirability, some being lower than dormitory rates.

The Tea Room

The Stout Tea Room is used chiefly as a laboratory for classes in applied institution management. Attractive, well balanced, inexpensive meals are served. On these occasions, the Tea Room is open to students, faculty, and their friends.

The Cafeteria

The Stout Cafeteria, located in the east end of Harvey Hall, is used by students, faculty, and their friends. The dining room is modern and colorful. Excellent and inexpensive meals are served daily. Students can obtain adequate meals at from $8.00 to $10.00 per week. The complete cafeteria service is under the direction of the Director of Institution Management. Students are advised to eat their meals in the cafeteria, using meal tickets provided. The cafeteria will open on Monday noon of the first week of the college year.

The Student Union

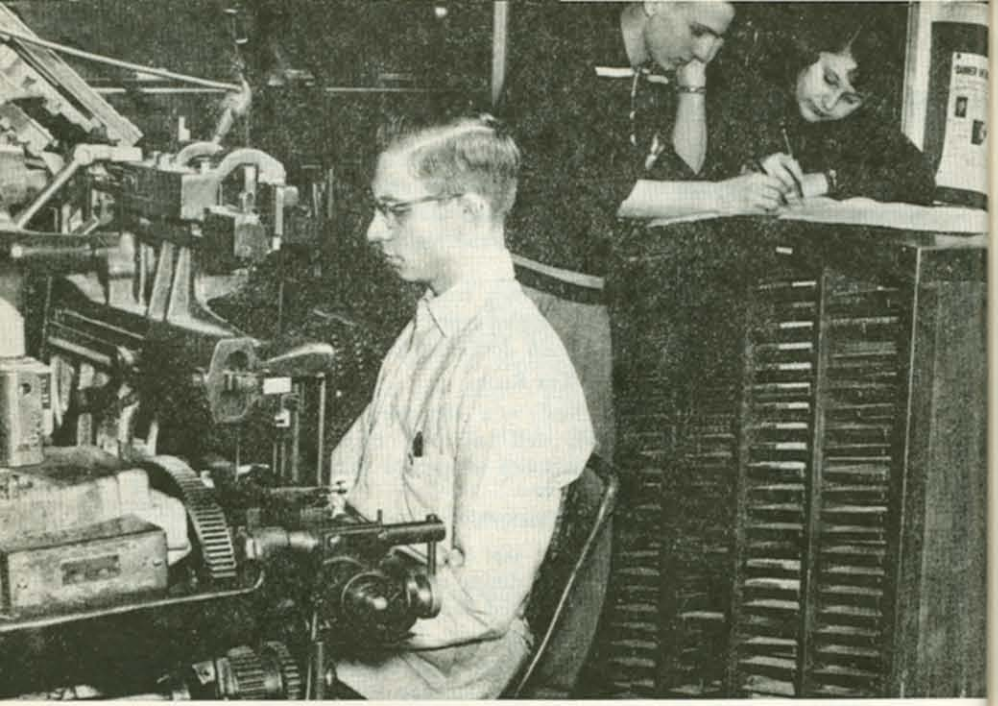
The Stout Union, located on the second floor of the Physical Education Building, is a large room provided with a number of tables and chairs suitable for serving light refreshments. The snack bar is open throughout the entire day and evening. Lounge chairs and upholstered wall benches furnish comfortable seats for groups wishing to chat with friends or watch television. The clubroom adjoins the Union and contains facilities for pool, billiards, ping pong, and bowling. A large swimming pool is enjoyed throughout the school year and is an important addition to the recreational facilities.

Special Statement Concerning Automobiles

It is recommended that students do not bring their automobiles to the college campus for regular use. The added expense involved in such an operation, the absence of convenient parking facilities, the hazards which automobile operation involves, and the harmful effect it sometimes has on scholarship form the basis for this recommendation.

If students wish to operate automobiles, however, certain regulations must be observed:

1. The automobile must be registered in the Office of the Dean of Men. Students who operate an automobile for more than two weeks and who fail to register the vehicle may be suspended from college.
2. Possession of a driver's license, coverage by liability insurance, approval of the automobile for mechanical safety when inspection is requested, and parental consent for students who are minors, form other basic requirements for automobile operation.



• The Stoutonia, the student newspaper, offers complete publishing experiences.

Academic Information

ADMISSION TO COLLEGE

The Stout Institute provides three opportunities for registration during the year. Students may register at the beginning of the first semester in September, the beginning of the second semester in January, or at the beginning of the summer session in June.

Admission to college may be secured:

1. By presenting a certificate of graduation from an accredited high school.
2. By submitting evidence of studies successfully pursued in another institution of higher learning.
3. By qualifying as an adult special student.

Prospective students may learn at any time by correspondence with the Registrar whether or not they have the necessary qualifications for admission and upon what basis they may be admitted.

All credentials should be filed sufficiently in advance of the date chosen to permit the Registrar to pass upon them and to issue the proper letter of admission. Candidates for admission in September should have their credentials filed with the Registrar by the first of August. The credentials must in every case include a complete record of all previous secondary school and advancd work.

Persons who plan to enter Stout should fill out and file application for enrollment as early as possible after high school graduation. Blanks will be furnished promptly on request. Application for admission must be complete and accurate. Failure to include requested information or misrepresentation may be the basis for dismissal. The health certificate, when filled out, must be forwarded to the President before the beginning of the semester. Late registration is discouraged. All students are expected to register on general registration days.

Entrance Requirements

Entrance requirements of The Stout Institute shall be interpreted as graduation from approved high school or equivalent training. Not less than 15 units shall be accepted.

A candidate for admission must present a minimum of nine units of credit from the following fields of study:

English and Speech
Foreign Language
History and Social Science
Mathematics
Natural Science

Any deficiency in entrance requirements must be made up. The college will not be responsible for providing facilities for make-up work.

All first year entrants and all transfer students are required to take Freshman Counseling Tests which are given during registration week. A special two dollar fee will be charged those who take the examinations at other than the scheduled time.

A supplementary physical examination is made of all first year students. The examination is made by the college physician. The charge for this examination is included in the infirmary fee referred to elsewhere.

These credentials, together with an approved statement of rooming arrangements, are required before the enrollment is considered complete.

RECORDS OF STUDENTS

Applications for admission and scholarships are filed in the office of the Registrar. Copies of the student's high school records and transcripts of credit earned in other colleges are permanent records in the files of the Registrar's office. Problems pertaining to scholastic and registration records are also referred to the Registrar.

Transferred Credits

Students entering The Stout Institute who have had any work whatsoever in another institution of higher learning, regardless of whether or not they wish to receive credit for it, must submit complete credentials of both their high school and college work to the Registrar. All such transcripts and supplementary material should be sent at least a month preceding the opening of the session the student desires to enter.

Students who hold bachelor's degrees from other institutions must spend one year in residence and meet the minimum requirements of their major in order to obtain the degree of Bachelor of Science from The Stout Institute.

Sixteen semester hours of approved courses done through extension or correspondence, not more than five semester hours of which shall be correspondence credit, shall be the limit accepted by The Stout Institute for graduation requirements. Students of this college must count correspondence courses in their semester load; therefore, permission should be secured from the Dean of the Division before registering for a correspondence course. If the student has a year and vacation time to complete the course it would not be counted in the semester load.

Veterans

Curriculum adjustments will provide for a modified program to meet the needs of students who have had service in the U. S. Armed Forces.

Credit for educational experience in the U. S. Armed Forces will be assigned according to the recommendations of the Guide compiled by the American Council on Education.

Transfer of Records

Students wishing to transfer from The Stout Institute to another institution should request the Registrar to send a transcript of record and letter of dismissal, giving notice of at least one week.

SCHOLARSHIP STANDARDS

Credit for work done at the College is expressed in semester hours. A credit of one semester hour represents the satisfactory completion of the work of one recitation a week for a period of one semester. A course having five recitations a week will, therefore, give five semester hours of credit. (Two hours of laboratory work will count as one credit hour.)

In order to receive a degree, the student not only must gain the required number of credits in the course which he is pursuing, but also must attain a certain standard of scholarship. This standard is fixed by grade points as credits. Grade points are apportioned as follows:

A 3 grade points per semester hour credit—Excellent

B 2 grade points per semester hour credit—Good

C 1 grade point per semester hour credit—Average

D 0 grade point per semester hour credit—Poor

F Failure

Inc. (Incompletes) are given only in cases in which the absence incurred has been due to situations over which neither the student nor the teacher has any control. To secure an Incomplete, a student must have a passing grade in the course at the time of withdrawal.

Attendance Regulations

1. For each unexcused absence in excess of two per class per semester, one negative grade point will be recorded.
2. The day before and the day following a vacation are "no-cut days." One negative grade point will be recorded for each unexcused absence from a class on a "no-cut day."
3. All excuses will be issued by the Dean of Men or the Dean of Women.
4. Students are held responsible for all class work. Make-up will be permitted for excused absences.
5. Attendance at scheduled convocations is required. Regulations 1, 2, and 3 apply.

REQUIREMENTS FOR GRADUATION

Fully registered students at The Stout Institute, in the Division of Home Economics, must complete one hundred and twenty-four semester hours and earn one hundred and twenty-four grade points, plus the requirements in physical education. Students in the Division of Industrial Education must complete one hundred and twenty-eight semester hours and earn one hundred and twenty-eight grade points, plus the requirements in physical education.

Each candidate for graduation must, in addition to meeting the requirements in the major, have two academic minors of fifteen semester hours each.

The minimum residence requirement is thirty-two semester hours and thirty-two grade points to be earned in at least thirty-six weeks of attendance at The Stout Institute. The last year of credit must be earned in residence at The Stout Institute. Candidates for diplomas are required to attend the Commencement Exercises.

Registration with the Placement Office is a requirement for graduation.

The Degree of Bachelor of Science

The degree of Bachelor of Science is conferred upon all students completing curriculum requirements in the Division of Home Economics and in the Division of Industrial Education. These courses require four years work beyond the high school. Upon completion of the work of the Education major a diploma is issued, which by statute is made the basis for a life certificate after two years of successful teaching in Wisconsin. This life certificate legally qualifies the holder to teach in the public schools of the state the subjects in which he has taken training. The license is issued by the Wisconsin State Department of Public Instruction.

Students graduating with a major in Dietetics meet the requirements set up by the American Dietetic Association.

Honors

In each graduating class, the selection of students for high distinction and distinction is based upon scholarship, personality, promise of success, social attitudes and accomplishments, and value to the school. The high distinction group is not more than 5% of each of the graduating groups, Home Economics and Industrial Education, and the distinction group not more than 10%. These honors are indicated on diplomas and on the commencement program.

Financial Information

FEES FOR ONE SEMESTER

Fee for Library	$ 5.00
Fee for Physical Education, Laboratories, and Shops	30.00
Student Health Fee	2.50
SSA Membership	11.50
Special Fee, Legislative	12.00

Room and Food Costs

Students living in dormitories are charged $76.50 per semester. Food at the dormitory dining room is provided at as low a rate as possible under prevailing prices. The rate for first semester 1953-54 is $193.50. Rates off campus vary, some being lower than those indicated above.

Tuition, Regular Session

Tuition for residents of Wisconsin — no charge.

Tuition for non-residents.

Any student attending The Stout Institute who shall not have been a resident of the state for one year preceding his first admission thereto shall pay a tuition fee of fifty dollars for the school year and a proportionate amount for attendance at the summer session.

Tuition is payable in advance each semester.

Shop and Laboratory Fees

Fees charged for shop and laboratory courses are included in the $30.00 semester fee referred to above. In addition to the shop and laboratory fees students are required to pay for any breakage or damage for which they are responsible. Fees are payable registration day at the beginning of each semester and summer session. The fee receipt is to be retained by the student to gain admittance to classes. A charge is made for duplicate receipts.

Library Fees

A library fee of $5.00 per semester is charged in addition to the $30.00 general fee charged to all students. For this fee most of the necessary textbooks are furnished from the loan textbook library without any extra charge to students. The reference library is supplied with standard books needed to supplement textbooks in different subjects.

The reading room is supplied with daily and weekly newspapers, educational, literary, and technical periodicals adapted to the needs of the students and available for their use.

In addition to The Stout Institute library, students have access to the Memorial Free Library one block from The Stout Institute main buildings. The combined facilities of the two libraries make available 52,000 volumes, exclusive of public documents.

The Stout Student Association Membership Fee

All students are members of the Stout Student Association. The student activity fee entitles every student of the college to admission to all athletic events; to all concerts given by student musical organizations; to productions by the dramatic organization; to lyceum and assembly programs sponsored by the college; and to all student dances given under the auspices of the student association. The fee also covers the cost of subscription to *The Stoutonia*, the student weekly newspaper; *The Tower*, the college annual; and class membership. This fee is $11.50 each semester and is payable at the time of registration.

Incidental Fees

Diploma Fee	$5.00
Special Examination Fee (taken in special cases only)	2.00
Commencement Regalia Rental based on cost	

SCHOLARSHIPS

Legislative Scholarships

Out of state tuition exemptions in the amount of $200.00 per year will be granted in accordance with the provisions in the Wisconsin Statutes.

The Stout Institute also grants scholarships which include exemptions from fees for materials in the amount of $84.00 per year. The Wisconsin Statutes provide that the Board of Trustees of The Stout Institute may grant such scholarships to high school graduates of public or private schools who during their high school courses ranked first in scholarship in Wisconsin high schools enrolling less than 250 students; to those ranking first and second in scholarship in Wisconsin high schools enrolling 250 to 750 students; and to those ranking first, second, and third in scholarship in Wisconsin high schools enrolling 750 or more students. In case the person or persons eligible for scholarships under conditions cited above do not elect to enroll at The Stout Institute, scholarships may be granted to graduates who were next highest in scholarship rank in Wisconsin high schools.

Alumni Scholarships

In addition to scholarships offered by the college, The Stout Institute Alumni Association has set up and maintains a scholarship award fund providing several sixty-dollar cash awards each year. Any prospective student interested in one of these awards should either personally contact a Stout alumnus or write directly to the Secretary of the Stout Institute Alumni Association at The Stout Institute, Menomonie, Wisconsin. The secretary can assist the prospective student in contacting a Stout alumnus where such assistance is needed. Any alumnus will be glad to give all the information needed and answer any questions which may arise concerning enrollment, attendance, and college life at The Stout Institute.

Scholarships from Menomonie Donors

Each of the following organizations, business firms, and individuals from the city of Menomonie provides a scholarship of $84.00 to a qualified freshman at The Stout Institute:

Menomonie Rotary Club	Bank of Menomonie
Chamber of Commerce	First National Bank
Lions Club	Wisconsin Milling Company
Fair Department Store	J. P. Lee Pharmacy
Madsen Jewelers	Presto Foundation
Carter Ice and Fuel Company	Harold Chaimson
Badger State Yard	Peter Jeatran

Mary J. Eichelberger Scholarships

Several scholarships are made possible each year by income from the Mary J. Eichelberger fund. These scholarships, usually in the amount of $84.00, are available to qualified and deserving students.

The George Wilson LaPointe, Jr., Memorial Scholarship

This fund was created by friends of the late George Wilson LaPointe, Jr., nationally known lumberman. The income from the fund is used as a scholarship awarded from time to time to a deserving and worthy student. Where possible, preference is given to a man whose technical concentration is in the field of woodworking.

American Federation of Labor Scholarship

The Wisconsin State Council of the United Brotherhood of Carpenters and Joiners of America, A. F. of L., annually selects a graduate apprentice for a one-year scholarship. This scholarship covers the basic expenses for the student, enabling him to attend The Stout Institute for one year. The student is selected through competitive examinations and takes a special program of work.

The Dunn County Home Demonstration Council Scholarship

The Dunn County Home Demonstration Council awards $100 annually to a Dunn County girl with an outstanding high school record who plans to study home economics at The Stout Institute.

The American Association of University Women Scholarship

The Menomonie Branch of the A.A.U.W. annually awards a scholarship of $60.00. The recipient is a girl who graduates from a Menomonie high school and enters The Stout Institute.

Fraternity and Sorority Scholarships

The following fraternities and sororities each give an annual award to outstanding students. These awards are given in the spring at Honors Day to students then in residence.

Alpha Psi Omega
Epsilon Pi Tau
Pallas Athene
Phi Omicron Beta
Phi Upsilon Omicron
Sigma Sigma Sigma

Foreign Students

A yearly grant of $300 will be available alternately for one Industrial Education and one Home Economics student residing outside of the United States and its territories.

STUDENT LOANS

The State of Wisconsin makes loans available to needy, resident students attending The Stout Institute. The amount of such loans is not to exceed $200.00 per year for fees and is not to exceed $120.00 per semester for partial maintenance purposes. Loans are not made to students prior to the end of the fourth week of attendance.

The Eichelberger Loan Fund was established through a legacy from Mrs. Mary J. Eichelberger of Horicon, Wisconsin. Loans from this fund may be made after one year of attendance.

The Fred A. Fischer Memorial Loan Fund was created by a gift from the parents and friends of Fred Fischer, a Stout alumnus, who died in service in 1952.

Students who need financial aid may be granted a loan from the funds listed above by the Committee on Loans.

STUDENT EMPLOYMENT

Stout attempts to provide on-campus employment for as many needy students as possible. It also assists students to find off-campus employment

in Menomonie. Of course, the duration of the part-time employment is dependent upon the scholastic achievement of the students. Students who devote a substantial part of their time to part-time employment are expected to register for a reduced program of studies.

REFUNDS

Students who are compelled to withdraw from college by reason of illness or entry into the armed forces are entitled to a refund of tuition and fees from the date when notice of such withdrawal is received before the end of the semester. Such refund will not be given in cases in which the illness is due to poor physical condition or ill health existing prior to enrollment. Any request for withdrawal from college must be accompanied by written permission of the student's parents.

Students boarding in the dormitories are entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort is made to get an occupant at the earliest date possible.

As books and supplies for which fees are charged have to be bought in advance in quantities necessary to supply the entire enrollment, no refund of fees is made in any case.

○ The Home Management House provided homemaking and managerial experiences.

● Student Personnel Services begins with freshmen orientation and continues with friendly personalized help until the placement of the graduate.

Student Personnel Services

A major aim of The Stout Institute is to assist students in making maximal progress toward suitable, achievable, and satisfying educational, vocational, personal, and social goals. To facilitate the accomplishment of this aim, the non-instructional and non-business areas of the college administration are organized into a program of Student Personnel Services.

These services include: selection and retention of students, orientation of new students, personalized registration, counseling, testing, health services, housing, food services, personnel records, co-curricular activities, financial aid (including part-time employment), remediation of scholastic deficiencies, stimulation of student religious activities, research, placement and follow-up. The personnel program seeks to supplement the instructional offerings by providing both group and individual experiences which focus attention on self-understanding, personal growth and wholesome citizenship in a democratic society. Every possible effort is made to foster a friendly democratic atmosphere in all personnel work so that personal integrity and group morale will be preserved.

FRESHMAN WEEK

A major portion of the opening week of each school year is devoted to orientation activities for students who enter the college for the first time. During this period, these students follow a schedule which acquaints them with the college campus and its buildings, the city of Menomonie, their fellow students and faculty members, their class schedules, the church of their choice, and the customs and aims of The Stout Institute. Among the happiest and most worthwhile phases of Freshman Week are the contacts that new students make with each other and with the upperclassmen and the staff members. Students who enter wholeheartedly into this program will find themselves ready to begin effective and happy participation in college life. A testing program is also included during Freshman Week so that the counselors may assist these students more effectively.

ADVISERS

The foundation of the student personnel work is laid in the day-to-day contacts between teachers and students. The Deans of the Home Economics and Industrial Education Divisions also provide a great number of personnel services. They administer the programming of students and do much of the educational counseling involved in such planning. The deans are assisted by faculty advisers.

At entrance, each girl is assigned to a faculty member who serves as her adviser during her stay at the college. The adviser assists the student with the preparation of a program of studies prior to each registration period, as well as with other problems. Referrals are made to the Dean of the Home

Economics Division, or to the Counseling Center, if the student and the adviser so decide.

Men students are assigned to freshman advisers for the first year of college. At the beginning of the sophomore year, or as soon as the students have selected their areas of concentration, they are assigned to a faculty adviser in the field of their major interest. All advisers assist their advisees with programming prior to each registration period and assist them with other problems with which they are in a position to render help. Referrals are made to the Dean of the Industrial Education Division or to the Counseling Center, whenever the need for additional counseling develops.

COUNSELING AND TESTING CENTER

The Director of Student Personnel Services, in addition to his general coordination duties, maintains a counseling and testing center for those who desire assistance with personal, vocational or educational problems. Students should seek his services if they are experiencing scholastic difficulty; if they are in doubt about the appropriateness of their vocational or educational goals; if they are torn by conflicting feelings which cause worry and social ineffectiveness; if they desire to increase their self-understanding by participating in counseling interviews, testing, or other means of self-study; or if they have other problems. Aptitude, achievement, interest, and personality tests are administered to students without charge if students seek and need such service.

SOCIAL LIFE

The Dean of Men and the Dean of Women plan and administer the social program of the college in such a way that wholesome development in regard to group living and personal development is stimulated. Students who desire assistance in regard to housing, social adjustment, participation in activities, orientation to college customs and regulations, and similar matters are invited to seek the help of these deans.

HEALTH OFFICE

The health of students is carefully guarded. Health counseling is provided for all students by the college physician and the resident registered nurse, whenever the medical and physical examinations indicate a need for it.

FINANCIAL AID

The Dean of Men maintains a placement service for students who seek part-time employment. All applications for on-campus employment are processed by him and he also maintains contact with off-campus employers of students. Loans to students are also processed from this office. Students who need funds for emergency purposes should consult him.

VETERANS SERVICE

Special assistance is given veterans by the Dean of the Industrial Education Division. His office provides veterans with current information on veterans affairs and maintains liaison between the Veterans Administration and the college.

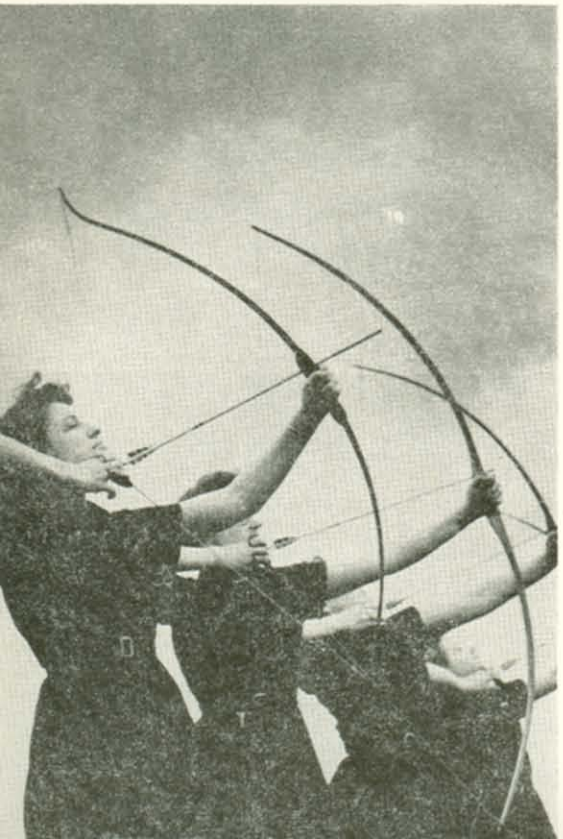
College Attendance And Your Military Obligation

Menomonie maintains a unit of the Wisconsin National Guard, with headquarters in the armory located just off the campus of The Stout Institute. Many students attending Stout belong to this unit.

It is possible for a man who joins a national guard unit before he is 18½ years old, and who then attends that unit's weekly drills, to be exempt from the selective service. A high school pupil can join any local guard unit, transfer to Stout upon completion of high school, and by drilling with the Menomonie unit still maintain the military status which he had while at home.

Students who belong to another guard unit within Wisconsin can continue their drill in Menomonie while attending Stout. Persons in national guard units in other states can make a somewhat similar arrangement. All of the aforementioned persons will be permitted, under current regulations, to complete their college education.

Not only can a man fulfill his military obligation in this way,but his unit's weekly drill periods make it possible for him to earn an average of at least $12.00 per month.



• Recreation is a part of the educational program.

Student Activities

The Stout Institute offers a wide range of student activities. The college encourages all students to participate in campus organizations, for these contribute to better citizenship and a more satisfying personal, family, and social life.

All students are members of The Stout Student Association. Within this organization, there is a strong student government, which consists of three parts: 1. Four executive officers, elected by the student body; 2. The student governing board, a policy-making group consisting of ten students and three faculty members; and 3. A student court to handle disciplinary problems.

PUBLICATIONS

The Stoutonia, the student weekly newspaper, ranks high among college newspapers. It offers opportunities for experience in printing as well as writing, photography, editing and advertising. *The Tower*, the college annual, is also a student product. Both publications are financed by SSA funds. These publications are distributed to all students, as members of the SSA.

ATHLETICS

Stout is represented each year by football, basketball, baseball, tennis and golf teams. The college is a member of the Wisconsin State College Conference. The "S" Club is a local organization for men who have earned letters in intercollegiate sports.

RECREATION AND SPORTS

A varied program in intramural sports is offered for the men. The Women's Recreation Association sponsors a similar program for women. The Rifle Club, the Ski Club and the Bowhunters Club offer opportunities for those students who are interested in other active sports.

DRAMATICS

The Manual Arts Players of Alpha Psi Omega, a national dramatic fraternity, offers several plays each year. Membership represents those who participate in the backstage production as well as in acting.

MUSIC

The Symphonic Singers, an a capella choir, has attained recognition through its concerts in many states. The Glee Clubs, Band, and Orchestra also add greatly to the musical opportunities of the school. Several concerts are presented each year.

SERVICE

Alpha Phi Omega is a national fraternity for men who are interested in scouting. This organization is active in both campus and city affairs.

HONORARY ORGANIZATIONS

Epsilon Pi Tau, national honorary scholastic fraternity in industrial arts education and vocational education, is represented on the Stout Campus by Theta Chapter. Tau Chapter of Phi Upsilon Omicron, national honorary scholastic fraternity in home economics, is made up of women who have achieved distinction in scholarship and leadership.

PROFESSIONAL AND EDUCATIONAL CLUBS

The Home Economics Club, affiliated with the American Home Economics Association, sponsors several all-school projects. The Stout Typographical Society is an organization of men who are interested in printing. The Dietetics Club, Arts and Crafts, and Radio Club offer educational and recreational opportunities for those with special interests.

SOCIAL FRATERNITIES AND SORORITIES

There are four sororities and four fraternities on the Stout Campus. Some of them are national and some local. These organizations contribute to the social life and experiences of their members and the college as a whole.

RELIGIOUS ORGANIZATIONS

Student groups from the various churches in Menomonie are organized and carry on active programs in their respective churches. They are the Congo Club (Congregational), the Newman Club (Catholic), the Lutheran Student Association, the Wesley Foundation (Methodist), and Gamma Delta (Lutheran).

The Inter-religious Council consists of three representatives from each of the above groups. Its aims are to stimulate student religious development, coordinate student religious activities, and promote an understanding among clergymen, faculty members, students, and parents of the relationship that should exist between higher education and religion in a democratic society. It is the policy of the college to respect the religious preferences of all students and yet to prevent conflict with the principles of separation of church and state, and of academic freedom. Encouragement, not sponsorship, is the essence of the program.

In addition to these organizations, there is an interdenominational student organization, the Stout Christian Fellowship, on the campus. Another interdenominational organization, for girls, the Y.W.C.A., sponsors many campus activities such as the Mother-Daughter Banquet and the Big-Little Sister program.

Summer Session

The 49th and the 50th summer sessions of The Stout Institute will be held during the summers of 1954 and 1955. The summer sessions open two weeks after the close of the regular session in June.

The session will be six weeks in length. The large majority of the courses will be on the six weeks' basis. Some courses will be available in three-week units. Courses are arranged in the schedule to permit the maximum flexibility in combinations to meet current educational needs. The summer session bulletin issued in April gives full information on courses and schedule.

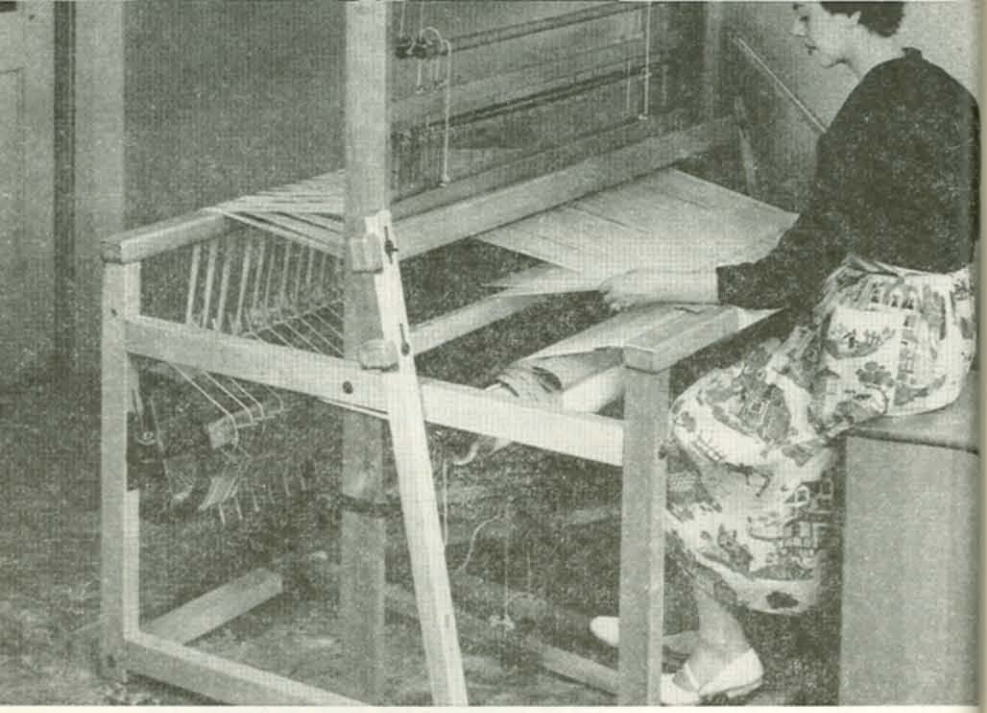
Summer session classes are designed to meet the needs of various groups of people. Former students and graduates have an excellent opportunity for taking advanced work. Both graduate and undergraduate work will be offered. Supervisors and teachers of industrial education or home economics can strengthen their work in techniques or in the field of education. All persons interested in specific studies related to work in industrial or homemaking courses will find much of interest in the summer session schedule. The Wisconsin State Board of Vocational and Adult Education through the use of federal teacher training funds is cooperating with The Stout Institute in the preparation of teachers for schools of vocational and adult education. The summer session schedule carries an excellent range of courses required for vocational classification.

Special lectures and conferences are included in the summer session program. It has been the policy of the college to secure special speakers particularly well qualified to handle the larger social problems of the present time. Special emphasis is given to the relationships and responsibilities which home economics and industrial education teachers have in the solution of these problems.

Credit granted for courses taken during the summer session will apply on course requirements where such courses are in the curriculum leading to the degree. The time assigned to summer session courses is increased in sufficient amount to permit students to carry the courses for the same credit as in the regular session.

Teachers whose work remaining for the degree is in an amount too large to be conveniently completed through summer sessions are advised to use one or two semesters of attendance in addition to summer session attendance. In the preparation of the summer program certain courses are offered every summer while others are alternated. Students planning to attend several summer sessions should consult advisers at the time of registration. Opportunity is offered in various courses to meet the rapidly changing requirements in teaching positions.

The April issue of The Stout Institute Bulletin is the annual summer session bulletin. This contains general information on the summer session, descriptions of courses, and the summer session class schedule including both undergraduate and graduate work. It will be sent on request.



• Laboratories are modern, equipment must meet industrial standards.

Courses Of Study

INDUSTRIAL EDUCATION

The four-year curriculum in the Division of Industrial Education at The Stout Institute leads to a degree of Bachelor of Science with a major in Industrial Education or Vocational Education and the special state license.

Supplementary licenses to teach additional subjects are based on the electives selected. The general purpose of this curriculum is to provide a balanced educational development. This balanced development is brought about through closely integrated courses in sequenced progression within the several subject groups in technical work, in English, social science, science, mathematics, education, and physical education. The specific purpose in the curriculum is to prepare the students for the requirements of the industrial education teaching and supervisory positions in elementary schools, junior high schools, senior high schools, vocational schools, junior colleges, and technical institutions. Through controlled choices in the technical and educational sequences, provision is made for licensing or certificating requirements of state departments of education. Through carefully balanced sequenced progression in academic courses, a basic preparation is provided for continued professional study.

The first and second years are general preparation. Students are required to take a range of work indicated in these years in the technical and other sequences. The basic exploratory range of industrial work required in the first year is supplemented by controlled choices in the second year which continue the development of a broad general foundation in this sequence.

For those students who are not journeymen or who have less than four years of apprenticeship and three years of journeyman experience in the trade, the major in industrial education is open. For those who have the trade experience and who are eligible for classification as vocational teachers, either the major in industrial education or the major in vocational trade and industrial education may be selected.

The tabulated material immediately following indicates the curriculum definitions for the major in industrial education. Following this information is the statement indicating the modifications in the industrial education curriculum for those who are eligible for the curriculum with the vocational trade and industrial major.

CURRICULUM IN INDUSTRIAL EDUCATION

First Year

	Sem. Hrs.
Education 123—General Psychology	3
English 102 a-b—English Composition	6
Mathematics 209—College Algebra	4

Physical Education 101—Personal Health	1
Physical Education 127—Physical Education	0
Speech 106—Oral Communication	2
Industrial Education (See list)—Shop, Drawing, Design	16

The 16 hours of shop work and drawing in the first year consist of the following eight courses:

IE	107	Hand Woodworking	IE	118	Freehand Drawing
IE	113	Machine Shop	IE	119	Electricity
IE	115	Sheet Metal	IE	121	El. of Mech. Drawing
IE	117	Printing	IE	131	Machine Woodworking

The shop work and drawing in the first year is required of all students. Recognition of incidental experiences by the students in the field of work covered by any of the courses in this group is made individually. For those entering with specific journeyman experience in trades, the freshman schedule is modified.

Second Year

	Sem. Hrs.
Academic Elective	2
Education 222—Principles of Secondary Education	2
Education 234—Activity Analysis	2
Education 303—Educational Psychology	2
Mathematics 213—Trigonometry	3
Science 125—General Chemistry	5
Social Science 200—Human Relations	3
Industrial Education (See list)—Shop, Drawing, Design	10

The 12 semester hours of shop and drawing in the second year will be selected as follows:

Three courses selected from the following in terms of the student's fields of concentration in technical work.

IE	116	General Woodwork	IE	253	General Mechanics
IE	209	General Finishing	IE	335	General Metal
IE	226	General Drawing	IE	363	General Graphic Arts
IE	242	Gen. Motor Mechanics	IE	369	Gen. Ind. Mechanics

Three additional courses from general list in terms of fields of concentration in technical work.

The selection of technical courses in shop work, drawing, and design in the second, third, and fourth years is based upon continuous survey studies. The choices in the second year continue the exploratory range begun in the first year and include instructional experiences in typical general shops. These are selected in terms of the fields of concentration which the individual student plans to develop in his technical work. The selection of technical courses in the third and fourth year is based upon the experiences of the

student in the first and second years, a detailed study of the trends in educational requirements as evidenced in the distribution in calls for teachers, and continuous studies of change in modern industry. The implications of the results of these studies are used in teacher training to meet the requirements for general education and for vocational education. Selections of courses are combinations made from the following:

Aircraft Drawing	General Woodworking
Architectural Drawing	House Furnishing
Auto Mechanics	Industrial Mechanics
Cabinetmaking	Machine Drawing
Carpentry	Machine Shop
Electrical Work	Masonry
Electronics, Applied	Mechanical Drawing
Freehand Drawing	Millwork
Foundry	Oxy-acetylene and Electric Welding
Furniture and Case Design	Painting and Decorating
Furniture Upholstery	Patternmaking
General Building Construction	Photography
General Drawing	Plastics
General Finishing	Printing
General Graphic Arts	Radio
General Industrial Mechanics	Sheet Metal
General Mechanics	Tool and Die Making
General Metal	Woodturning
General Motor Mechanics	

Those who wish technical courses in shopwork, drawing, or design for preparation for technical or junior executive positions in industry or positions in industrial training departments will find selections from the technical and education courses particularly applicable.

Third Year

	Sem. Hrs.
Academic Elective	2
Education 305—Methods of Teaching Industrial Arts	2
Education 401—Guidance	2
Education 408b—Student Teaching	2
Education 441—Education Evaluation	2
Education Elective	2
English 346—Expository Writing	3
Science 421—Physics I	5
Choice of two:	
Social Science 201—General Economics (2)	
Social Science 309—General Sociology (2)	
Social Science 311—Government (2)	4
Speech 223—Essentials of Public Speaking	2
Industrial Education (See list)—Shop, Drawing, Design	6

Fourth Year

	Sem. Hrs.
Academic Electives	7
Education 408c—Student Teaching	8
Education Elective	2
Choice of:	
Science 423—Physics II (3)	
Science 425—Physics III (3)	
Science 427—Physics IV (3)	
Science 445—Chemistry of Materials (3)	3
Choice of:	
Social Science 407—History of the Americas (3)	
Social Science 410—Modern World (3)	3
Social Science 411—Problems of American Society	2
Industrial Education (See list)—Shop, Drawing, Design	8

ELECTIVES

In addition to the major in Industrial Education, students are required to arrange their selections of electives to complete two academic service minors of fifteen semester hours each, when added to required courses. Eight semester hours in one science are required.

Psychology and Education

			Sem. Hrs.
Ed	235	Trade Analysis	2
Ed	350	Adolescent Psychology	2
Ed	352	Child Psychology	2
Ed	360	Audio-Visual Education	2
*Ed	402	The Philosophy of Vocational and Adult Education	2
*Ed	403	Workshop in Trade and Industrial Education	2 to 4
*Ed	407	Teaching Trade and Industrial Subjects	2
Ed	423	Safety Education	2
Ed	439	Production of Audio-Visual Materials	2
*Ed	443	Problems in Teaching Trade and Industrial Subjects	2
Ed	448	Driver Education	2
Ed	449	Psychology of Counseling and Guidance	2
Ed	452	Driver Education (Advanced)	2
Ed	463	Industrial Arts Education Workshop	2
Ed	470	Conference Leading I	2
Ed	472	Coordination	2
Ed	475	Interviewing Techniques	2
Ed	480	Theory and Organization of the General Shop	2
Ed	490	Workshop in Tests and Measurements in Counseling	2
Ed	492	Workshop in Administration in Vocational & Adult Ed.	2

(*See Wisconsin State Board of Vocational and Adult Education classification requirements.)

English and Speech

Students desiring to complete an English minor should select courses from the following group in sufficient amount to complete fifteen semester hours in English, counting English courses included in the required group.

			Sem. Hrs.
E	216	English Literature	2
E	306	Journalism	2
E	348	American Literature	2
E	402	Fiction	2
E	404	Poetry	2
E	406	Drama	2
E	410	Writing and Selling Feature Articles	2
Sp	320	Advanced Speech Activities	2
Sp	322	Techniques of Group Leadership	2
Sp	444	Play Production	2

History and Social Science

Students desiring to complete a social science minor should select courses from the following group in sufficient amount to complete fifteen semester hours in social science, counting social science courses included in the required group.

			Sem. Hrs.
SS	201	General Economics	2
SS	301	Economic History of United States	3
SS	309	General Sociology	2
SS	311	Government	2
SS	326	Marriage and the Family	2
SS	407	History of the Americas	3
SS	409	Recent History of the United States	2
SS	410	Modern World	3
SS	414	Labor Problems	3
SS	417	American Politics	2

Science

Students desiring to complete a science minor should select from the following group in sufficient amount to complete fifteen semester hours in science, counting science courses included in the required group.

			Sem. Hrs.
Sci	206	General Bacteriology	3
Sci	208	Organic Chemistry	4
Sci	214	Physiology and Anatomy	5
Sci	316	Zoology	3
Sci	322	Biochemistry	3

Sci	362	Advanced Physiology	3
Sci	423	Physics II	3
Sci	425	Physics III	3
Sci	427	Physics IV	3
Sci	432	Heredity and Eugenics	2 or 3
Sci	442	Community Hygiene	2 or 3
Sci	445	Chemistry of Materials	3

Mathematics

Students desiring to complete a mathematics minor should select courses from the following group in sufficient amount to complete fifteen semester hours in mathematics, counting mathematics courses included in the required group.

			Sem. Hrs.
Math	216	College Geometry	2
Math	220	Spherical Trigonometry	2
Math	314	Analytical Geometry	2
Math	315	Calculus	4

Music

A maximum of four semester hours of music may be included in the academic electives to count toward graduation requirement.

			Sem. Hrs.
Music	134	Rudiments of Music	1
Music	166	Marching Band	½
Music	234	Advanced Topics of Music	1
Music	265	College Choir	½
Music	266	Concert Band	½
Music	267	Symphonic Singers	½
Music	268	Solo and Ensemble	½
Music	290	Public School Music	1

Physical Education

			Sem. Hrs.
PE	263	Basketball Coaching	2
PE	265	Football Coaching	2
PE	381	Organization and Administration of Physical Education	2
PE	382	Activities in Physical Education	2
		(Maximum allowed: 4 semester hours.)	

COOPERATIVE WORK

All students in the Division of Industrial Education select certain concentrations of work in their technical sequence in shop work, drawing, and

design. From time to time opportunities are available for advanced students to spend some time in certain selected industrial establishments securing practical production experience. Regular production experience is available on the campus in certain areas of work. Constant effort is maintained to keep such opportunities available in establishments representing the various content areas included in the technical sequence. The purpose of such work is to give the students modern industrial experience to extend the training experiences secured on the campus. For students who come to The Stout Institute after having already attained sufficient journeyman experience in a trade, the opportunities for the vocational major are available.

VOCATIONAL TRADE AND INDUSTRIAL EDUCATION MAJOR

The 1939 Wisconsin legislature enacted legislation which makes possible the offering of curricula leading to the degree of Bachelor of Science and the degree of Master of Science with a major in Vocational Education. This major on both the undergraduate and graduate level is in addition to the majors in Home Economics and Industrial Education already available on the undergraduate and graduate levels.

In the curriculum for the degree of Bachelor of Science with a major in Vocational Education those applying for the major must be eligible for vocational teaching certification upon graduation. Ordinarily this certification is based upon certain definitions of practical experience. Candidates who are not eligible for vocational certification upon graduation will not be eligible for the curriculum leading to the vocational major.

(Note: For curriculum requirements for the vocational major on the graduate level, see material elsewhere in this bulletin on Graduate Program.)

The proportioning and distribution of academic, education, and technical courses for the undergraduate vocational major will be similar to the proportioning in the undergraduate programs in the Industrial Education and Home Economics divisions. The Vocational Education certification courses will be recommended. Where necessary these courses will be used in substitution for courses now in the education sequence.

The courses referred to as certification courses are as follows:

	Semester Hours		
For All	Plan A	B	C
Philosophy of Vocational and Adult Education	2	2	2
Vocational Guidance	2	2	2
Educational Psychology		2	2
Job Analysis	2	2	2
Socio-economic Electives of Conference Leading	2	2	2
Teaching Trade and Industrial Subjects	2	2	2
Problems in Teaching Trade and Industrial Subjects	2	2	2

(For detailed information, see Teacher Training Series Bulletins, Wisconsin State Board of Vocational and Adult Education.)

Trade experience credit examinations will be arranged to permit candidates for the undergraduate trade and industrial vocational major to earn through examinations up to a maximum of twenty-four semester hours of credit in the total required for the degree of Bachelor of Science. This credit will be available in six-semester hour amounts at certain stated periods in the student's progress through the other credits earned through residence work. In the schedule listed below, the plan and the rate at which the twenty-four semester hours of trade examination credit become available is indicated.

Trade and Industrial Vocational Major

128 Semester Hours

When 32 sem. hrs. residence completed	6 sem. hrs. credit on occupational experience examination released
When 32 sem. hrs. (Additional)	6 sem. hrs. (Additional)
When 32 sem. hrs. (Additional)	6 sem. hrs. (Additional)
When 8 sem. hrs. (Additional)	6 sem. hrs. (Additional)
104 sem. hrs.	24 sem. hrs.

The credit and grade point requirements for the residence work will be the same as those for the industrial major. For graduation it will be necessary for the students to have as many grade points as semester hours in residence credit.

In this program of examinations based upon occupational experience use will be made of advisory committees to assist The Stout Institute in the formulation and conducting of examinations. Agencies to be represented in these advisory examining committees will include the State Board of Vocational and Adult Education, employers in the occupation in which the candidate is being examined, employees in the occupation, and The Stout Institute. The examinations will be conducted at The Stout Institute and will include oral, written, and performance sections.

The occupational experience examination is an optional channel for use by undergraduate vocational major students.

Alternatives are as follows:

Using Vocational Major Examination

Candidates who desire to use the channel of the vocational major examination must have completed apprenticeship and three years of successful journeyman occupational experience. In some instances these requirements will not have been completed at the time the student starts his attendance at The Stout Institute. In such cases the student must have completed these requirements at the time he has completed his residence work for the degree.

In conducting these examinations, as a general rule, the major portion of the written and performance parts of the examination will be completed

before the committee meets at The Stout Institute. At the time of the committee meeting the oral examinations will be conducted and the checking and evaluating of the results of the written and performance parts of the examination will be completed. This plan will, however, be subject to modifications when necessary. Candidates will be required to meet a reasonable fee charge for the examination, such fee to be used in meeting the expense in connection with the examination.

Vocational Major Program Without Major Examination

Students who have a major concentration in a technical area in the regular industrial education curriculum may present this as an equivalent of apprenticeship. In addition to the completion of the four year curriculum with the above concentration, a minimum of one and one-half years of occupational experience in the same technical area on the adult journeyman level is required initially with an additional one and one-half years to be gained subsequently.

The work outlined for the curriculum for the vocational major is closely articulated with certification requirements of the Wisconsin State Board of Vocational and Adult Education.

WISCONSIN STATE BOARD OF VOCATIONAL AND ADULT EDUCATION

CERTIFICATION REQUIREMENTS

Under section 41.15 (6) of the Wisconsin Statutes, the State Board of Vocational and Adult Education has set up certain standards of practical occupational experience, teaching experience in schools of vocational and adult education, general educational training, and specific professional preparation for certifying such teachers on the basis of these standards.

Teachers of Trade and Industrial Shop Subjects

PROVISIONAL STATE CERTIFICATE — PLAN A

The Provisional State Certificate is granted to and held by all teachers of trade and industrial shop subjects who are high school graduates, who are not yet qualified to hold the Standard State Certificate, and who

Trade Competency

1. Have had practical experience in the trade or industrial occupation to be taught for at least three full years in addition to the completion of apprenticeship.

   OR, have had such experience for at least one and a half years in addition to the completion of apprenticeship and agree to spend one summer (3 months), during each certification period in the trade or industrial occupation indicated until such record shall total three full years.

2. Meet satisfactorily the requirements of all tests in the trade or industrial occupation indicated:

   a. Performance
   b. Related (written)
   c. Oral

   } Deficiencies to be made up

   The tests must be taken, all three parts, within the first certification period. If there are any deficiencies, they must be made up as rapidly as possible.

2¹. In licensed trades, hold licenses currently in force.

Professional Preparation

3. Have agreed to and actually do spend one summer during each certification period in professional improvement along lines laid down for securing the Standard State Certificate. Three two-credit courses and at least one one-week institute must be taken during each certification period. The following courses must be taken first:

   Philosophy of Vocational and Adult Education . ..... 2 crs.
   Teaching Trade and Industrial Subjects ..... 2 crs.

(Note: Certification periods mentioned above are those ending with the second August 31st after the teacher enters upon his work in vocational and adult education and all subsequent two-year periods.)

STANDARD STATE CERTIFICATION — PLAN A

The Standard State Certification is granted to and held by all teachers of trade and industrial shop subjects who are high school graduates and who meet the following requirements:

Trade Competency

1. Practical experience in the trade or industrial occupation taught for at least three full years in addition to completion of apprenticeship.

2. Meet satisfactorily the requirements of all tests in the trade or industrial occupation indicated:

   a. Performance
   b. Related (written)
   c. Oral

   } Deficiences to be made up

2¹. In licensed trades, hold licenses currently in force.

Teaching Experience

3. Successful teaching experience of the trade or industrial occupation indicated for at least three full years in Wisconsin schools of vocational and adult education.

Professional Preparation

4. Completion of the following specific course requirements:

   Philosophy ofVocational and Adult Education ..... 2 crs.
   Teaching Trade and Industrial Subjects ..... 2 crs.
   Guidance (Basic Course) ..... 2 crs.
   Problems in Teaching Trade and Industrial Subjects ..... 2 crs.
   Job Analysis ..... 2 crs.
   Socio-economic Elective
   Conference Leading
   } Either *one* ..... 2 cr.s

   12 crs.

5. Completion of the following one-week workshops:

   Institute X—Selection and Organization of Subject Matter in Trade and Industrial Education
   Institute Y—Shop and Laboratory Organization and Management
   Institute Z—Evaluation Techniques and Practices in Trade and Industrial Education

Unclassified

All teachers of trade and industrial shop subjects who do not have status under any of the plans of certification as set up shall be designated as Unclassified.

PROVISIONAL STATE CERTIFICATE — PLAN B

The Provisional State Certificate is granted to and held by all teachers of trade and industrial shop subjects who are high school graduates, who are not yet qualified to hold the Standard State Certificate, who state in writing their intention to obtain a Bachelor's degree, and who

Trade Competency

1. Have had practical experience in the trade or industrial occupation to be taught for at least three full years in addition to the completion of apprenticeship.

   OR, have had such experience for at least one and a half years in addition to the completion of apprenticeship and agree to spend one summer (3 months), during each certification period in the trade or industrial occupation indicated until such record shall total three full years.

2. Meet satisfactorily the requirements of all tests in the trade or industrial occupation indicated:

   a. Performance
   b. Related (written)
   c. Oral

   } Deficiencies to be made up

2¹. In licensed trades, hold licenses currently in force.

Professional Preparation

3. Have agreed to and actually do spend one summer school (6 weeks) during each certification period in professional improvement along lines laid down for securing the Standard State Certificate. At least six semester hours of credit must be earned during each certification period. The following courses must be taken first:

Philosophy of Vocational and Adult Education	2 crs.
Teaching Trade and Industrial Subjects	2 crs.

(Note: Certification periods mentioned above are those ending with the second August 31st after the teacher enters upon his work in vocational and adult education and all subsequent two-year periods.)

STANDARD STATE CERTIFICATE — PLAN B

The Standard State Certificate is granted to and held by all teachers of trade and industrial shop subjects who are high school graduates and who meet the following requirements:

Trade Competency

1. Practical experience in the trade or industrial occupation taught for at least three full years in addition to completion of apprenticeship.

2. Meet satisfactorily the requirements of all tests in the trade or industrial occupation indicated:

   a. Performance
   b. Related (written)
   c. Oral

   } Deficiences to be made up

2'. In licensed trades, hold licenses currently in force.

Teaching Experience

3. Successful teaching experience of the trade or industrial occupation indicated for at least three full years in Wisconsin schools of vocational and adult education.

Professional Preparation

4. Possession of a Bachelor's degree from an approved teacher training institution with major emphasis upon industrial education (the trade or industrial occupation taught), or a Bachelor's degree in technical work or engineering.

5. Completion of the following specific course requirements:

Philosophy of Vocational and Adult Education	2 crs.
Teaching Trade and Industrial Subjects	2 crs.
Educational Psychology	2 crs.

Guidance (Basic Course)	2 crs.
Problems in Teaching Trade and Industrial Subjects	2 crs.
Job Analysis	2 crs.
Socio-economic Elective / Conference Leading } Either *one*	2 crs.
Approved Courses	6 crs.
	20 crs.

Unclassified

All teachers of trade and industrial shop subjects who do not have status under any of the plans of certification as set up shall be designated as Unclassified.

PROVISIONAL STATE CERTIFICATE — PLAN C

The Provisional State Certificate is granted to and held by all teachers of trade and industrial shop subjects who are not yet qualified to hold the Standard State Certificate, and who

Trade Competency

1. Have had practical experience in the trade or industrial occupation to be taught, on the adult level, for at least three full years.

   OR, have had such experience for at least one and a half years and agree to spend one summer (3 months), during each certification period in the trade or industrial occupation indicated until such record shall total three full years.

2. Meet satisfactorily the requirements of all tests in the trade or industrial occupation indicated:

   a. Performance
   b. Related (written)
   c. Oral

   } Deficiencies to be made up

   The tests must be taken, all three parts, within the first certification period. If there are any deficiencies, they must be made up as rapidly as possible.

2'. In licensed trades, hold licenses currently in force.

Professional Preparation

3. Have a Bachelor's degree from an approved teacher training institution with major emphasis upon industrial education (the trade or industrial occupation to be taught), or a Bachelor's degree in technical work or engineering.

4. Have agreed to and actually do spend one summer school (6 weeks) during each certification period in professional improvement along lines

laid down for securing the Standard State Certificate. At least six semester hours of credit must be earned during each certification period. The following courses must be taken first:

Philosophy of Vocational and Adult Education	2 crs.
Teaching Trade and Industrial Subjects	2 crs.

(Note: Certification periods mentioned above are those ending with the second August 31st after the teacher enters upon his work in vocational and adult education and all subsequent two-year periods.)

STANDARD STATE CERTIFICATE — PLAN C

The Standard State Certificate is granted to and held by all teachers of trade and industrial shop subjects who meet the following requirements:

Trade Competency

1. Practical experience in the trade or industrial occupation to be taught, on the adult level, for at least three full years.

2. Meet satisfactorily the requirements of all tests in the trade or industrial occupation indicated:

   a. Performance
   b. Related (written)
   c. Oral

   } Deficiences to be made up

2a. In licensed trades, hold licenses currently in force.

Teaching Experience

3. Successful teaching experience of the trade or industrial occupation indicated for at least three full years in Wisconsin schools of vocational and adult education.

Professional Preparation

4. Possession of a Bachelor's degree from an approved teacher training institution with major emphasis upon industrial education (the trade or industrial occupation taught), or a Bachelor's degree in technical work or engineering.

5. Completion of the following specific course requirements:

Philosophy of Vocational and Adult Education	2 crs.
Teaching Trade and Industrial Subjects	2 crs.
Educational Psychology	2 crs.
Guidance (Basic Course)	2 crs.
Problems in Teaching Trade and Industrial Subjects	2 crs.
Job Analysis	2 crs.
Socio-economic Elective / Conference Leading } Either *one*	2 crs.
	14 crs.

Unclassified

All teachers of trade and industrial shop subjects who do not have status under any of the plans of certification as set up shall be designated as Unclassified.

TEACHERS OF RELATED TRADE AND INDUSTRIAL SUBJECTS

(Mathematics, Science, Drawing, and Other Subjects)

PROVISIONAL STATE CERTIFICATE

The Provisional State Certificate is granted to and held by all teachers of related trade and industrial subjects who are not yet qualified to hold the Standard State Certificate, and who

Occupational Experience

1. Have had practical experience in occupations of an industrial character, on the adult level, for at least one full year.

   OR, have had such experience for at least six months and agree to spend one summer (3 months), during each certification period in industrial occupations until such record shall total one full year.

2. Meet satisfactorily the requirements of related mathematics and technology tests in the trade and industrial field:

   a. Written
   b. Oral

   } Deficiencies to be made up

The tests must be taken, both parts, within the first certification period. If there are any deficiencies, they must be made up as rapidly as possible.

Professional Preparation

3. Have completed two years of college work in an approved teacher training institution with major emphasis upon mathematics or science; or two years of technical work or engineering, on the college level.

4. Have agreed to and actually do spend one summer school (6 weeks) during each certification period in professional improvement along lines laid down for securing the Standard State Certificate. At least six semester hours of credit must be earned during each certification period.

   The following courses must be taken first:

Philosophy of Vocational and Adult Education	2 crs.
Teaching Trade and Industrial Subjects	2 crs.

(Note: Certification periods mentioned above are those ending with the second August 31st after the teacher enters upon his work in vocational and adult education and all subsequent two-year periods.)

STANDARD STATE CERTIFICATE

The Standard State Certificate is granted to and held by all teachers of related trade and industrial subjects who meet the following requirements:

Occupational Experience

1. Have had practical experience in occupations of an industrial character, on the adult level, for at least one full year.
2. Meet satisfactorily the requirements of related mathematics and technology tests in the trade and industrial field:
   a. Written
   b. Oral
   } Deficiences to be made up

Teaching Experience

3. Successful teaching experience of related trade and industrial subjects for at least three full years in schools of vocational and adult education; one of these three years must be in Wisconsin.

Professional Preparation

4. Completion of four years of college work in an approved teacher training institution with major emphasis upon mathematics or science; or four years of technical work, or engineering, on the college level.
5. Completion of the following specific course requirements:

Philosophy of Vocational and Adult Education	2 crs.
Teaching Trade and Industrial Subjects	2 crs.
Educational Psychology	2 crs.
Guidance (Basic Course)	2 crs.
Problems in Teaching Trade and Industrial Subjects	2 crs.
Job Analysis	2 crs.
Labor Problems	2 crs.
Socio-economic Electives / Conference Leading	4 crs.
	18 crs.

Unclassified

All teachers of related trade and industrial subjects who do not have status under the plan of certification as herein set up shall be designated as Unclassified.

HOME ECONOMICS

The field of home economics is concerned with problems of home and family life, and its studies are based upon an understanding of the natural and social sciences and the humanities. The offerings in the Division of Home

Economics are planned to meet student needs in family and community living and to offer a worthwhile training in the many professional fields open to home economics. Graduates of this college are prepared to fill positions in the teaching field, hospital dietetics, institution management, commercial demonstration work, agriculture extension service, and a wide range of home economics positions in business.

Curricula in this division meet the requirements for the degree of Bachelor of Science with a major in Home Economics Education, Home Economics, or Vocational Education. They also permit the meeting of requirements for teacher's licenses, or certification by the American Dietetics Association for dietitians. Students may complete requirements for graduation in Home Economics Education, Dietetics or Institution Management. Special programs to meet individual needs may be arranged under the direction of the Dean of the Division of Home Economics.

CURRICULUM IN HOME ECONOMICS

GENERAL REQUIREMENTS

A total of 124 semester hours credit is required for graduation. The major of 40 semester hours in Home Economics may include required courses in Related Art (Art 106, 220, and 234). Two service minors of 15 semester hours each must be completed in any two of the following subject matter fields: English and Speech, Science, Social Science or Related Art. Students who choose Related Art as one minor and include required art courses (106, 220, and 234) in the minor, must take a proportionate number of Home Economics courses to bring that total to the 40 semester hour requirement for a major. Students may also choose electives in any of the subject matter fields to complete the total number of credits required for graduation.

First Year

Curriculum in Home Economics for all Majors

	Sem. Hrs.
English 102a—English Composition	3
English 102b—English Composition	3
Speech 106—Oral Communication	2
Science 214—Physiology and Anatomy	5
Education 123—General Psychology	3
Home Economics 102—Clothing Construction	3
Home Economics 114—Food Preparation	5
Home Economics 116—Personal Development	1
Art 106—Fundamentals of Design	3
Art 220—Clothing Selection	2
Physical Education 128a—Physical Education	0
Physical Education 128b—Physical Education	0
Electives	0-2

HOME ECONOMICS EDUCATION

Second Year

Choose One:	Sem. Hrs.
English 216—English Literature (2)	2
English 348—American Literature (2)	2
Science 125—General Chemistry	5
Social Science 200—Human Relations	3
Home Economics 212—Family Nutrition	3
Home Economics 218—Clothing Construction	3
Home Economics 315—Textiles	3
Home Economics 318—Family Health and Home Nursing	2
Art 334—Home Furnishings	3
Physical Education 228a—Physical Education	0
Physical Education 228b—Physical Education	0
Electives	8

Third Year

Choose Two:	Sem. Hrs.
Social Science 201—General Economics (2)	
Social Science 309—General Sociology (2)	
Social Science 311—Government (2)	4
Social Science 326—Marriage and the Family	2
English 346—Expository Writing	3
Education 222—Principles of Secondary Education	2
Education 303—Educational Psychology	2
Education 310—Introduction to Teaching Home Economics	2
Education 401—Guidance	2
Home Economics 224—Growth and Development of the Child	3
Home Economics 308—Meal Management	2
Home Economics 317—Consumer Information	3
Electives	7

Fourth Year

Choose One:	Sem. Hrs.
Social Science 407—History of the Americas (3)	
Social Science 410—Modern World (3)	3
Science 442—Community Hygiene	2 or 3
*Education 402—Philosophy of Vocational and Adult Education	2
*Education 408—Student Teaching in Home Economics	8
*Education 427—Methods of Teaching, including Vocational and Adult Homemaking	4
*Education 441—Education Evaluation	2
Home Economics 403—Home Management	4
Home Economics 424—Principles and Practices of Child Guidance	2
Electives	4 or 5

*Student teaching may be taken either semester of the senior year. In order that the student may be free to teach in an off-campus school during the second six weeks of the semester, the courses starred above must be taken concurrently, and no other courses scheduled for that semester.

INSTITUTION MANAGEMENT MAJOR

Second Year

Choose One:	Sem. Hrs.
English 216—English Literature (2)	
English 348—American Literature (2)	2
Science 125—General Chemistry	5
Science 206—General Bacteriology	3
Science 208—Organic Chemistry	4
Social Science 200—Human Relations	3
Home Economics 212—Family Nutrition	3
Home Economics 230—Food Preparation	3
Home Economics 315—Textiles	3
Physical Education 228a—Physical Education	0
Physical Education 228b—Physical Education	0
Electives	6

Third Year

	Sem. Hrs.
Social Science 201—General Economics	2
Social Science 309—General Sociology	2
Social Science 326—Marriage and the Family	2
Education 303—Educational Psychology	2
Home Economics 224—Growth and Development of the Child	3
Home Economics 308—Meal Management	2
Home Economics 317—Consumer Information	3
Home Economics 328—Institution Administration	3
Electives	13

Fourth Year

	Sem. Hrs.
Education 320—Methods of Teaching	2
Home Economics 300—Applied Institution Management	3
Home Economics 403—Home Management	4
Home Economics 438—Experimental Foods	3
Home Economics 452—Institution Food Preparation	3
Home Economics 463—Institution Management Problems	2 or 3
Electives	13 or 14

(Note: Students who wish to qualify for internships in Dietetics or Institution Management, and students who wish to qualify for apprenticeship training under the American Restaurant Association, must elect Science 322, Biochemistry.)

DIETETICS MAJOR

Second Year

	Sem. Hrs.
Choose One:	
English 216—English Literature (2)	
English 348—American Literature (2)	2
Science 125—General Chemistry	5
Science 206—General Bacteriology	3
Science 208—Organic Chemistry	4
Social Science 200—Human Relations	3
Home Economics 212—Family Nutrition	3
Home Economics 230—Food Preparation	3
Home Economics 315—Textiles	3
Physical Education 228a—Physical Education	0
Physical Education 228b—Physical Education	0
Electives	6

Third Year

	Sem. Hrs.
Science 322—Biochemistry	3
Science 362—Advanced Physiology	3
Social Science 201—General Economics	2
Social Science 309—General Sociology	2
Social Science 326—Marriage and the Family	2
Education 303—Educational Psychology	2
Home Economics 224—Growth and Development of the Child	3
Home Economics 308—Meal Management	2
Home Economics 328—Institution Administration	3
Electives	10

Fourth Year

	Sem. Hrs.
Education 320—Methods of Teaching	2
Home Economics 310—Nutrition and Dietetics	3
Home Economics 403—Home Management	4
Home Economics 418—Diet in Disease	3
Home Economics 438—Experimental Food	3
Home Economics 452—Institution Food Preparation	3
Electives	12

(Note: Students wishing to qualify for administrative work in dietetics should elect as many courses as possible from the Institution Management curriculum.)

ELECTIVES

Education and Psychology

			Sem. Hrs.
Ed	350	Adolescent Psychology	2
Ed	352	Child Psychology	2

Ed	360	Audio-Visual Education	2
Ed	401	Guidance	2
Ed	402	Philosophy of Vocational and Adult Education	2
Ed	416	Problems in Teaching Vocational and Adult Homemaking	2
Ed	436	Course Development	2
Ed	441	Education Evaluation	2
HE	474	Teaching High School Food Classes in One Period	2
HE	476	Nutrition Education for the Elementary Grades	2

English and Speech

			Sem. Hrs.
E	216	English Literature	2
E	306	Journalism	2
E	346	Expository Writing	2
E	348	American Literature	2
E	402	Fiction	2
E	404	Poetry	2
E	406	Drama	2
E	410	Writing and Selling Feature Articles	2
Sp	223	Essentials of Public Speaking	2
Sp	320	Advanced Speech Activities	2
Sp	322	Techniques of Group Leadership	2
Sp	444	Play Production	2

Home Economics

			Sem. Hrs.
Art	206	Art Appreciation	2
Art	244	Weaving	2
Art	332	Advanced Design	2
Art	334	Home Furnishing	2
Art	400	Crafts	2
Art	410	Pottery	2
Art	423	Problems in Home Furnishing	2
Art	430	Art History	2
Art	436	Costume Design	2
Art	448	Housing	2
Art	460	Creative Art	2
HE	218	Clothing Construction	3
HE	230	Food Preparation	3
HE	342	Costume Millinery	2
HE	246	Upholstery	2
HE	300	Applied Institution Management	3
HE	310	Nutrition and Dietetics	3
HE	316	Clothing Economics	2
HE	317	Consumer Information	3
HE	318	Family Health and Home Nursing	2
HE	320	Advanced Clothing Construction	2

HE	328	Institution Administration	3
HE	333	Home Equipment	2
HE	336	Clothing Problems	2
HE	400	Food and Equipment Demonstration	2
HE	412	Applied Dress Design	2
HE	414	Children's Clothing	2
HE	418	Diet in Disease	3
HE	423	Planning and Eqiupping Home Economics Laboratories	3
HE	424	Principles and Practices of Child Guidance	2
HE	425	Selection and Arrangement of Equip. for Home Ec Labs	3
HE	438	Experimental Food	3
HE	443	School Food Service	2 or 3
HE	445	Design and Construction of Slip Covers	2
HE	446	Food Preservation	2
HE	447	Design and Construction of Lampshades and Draperies	2
HE	452	Institution Food Preparation	3
HE	463	Institution Management Problems	2 or 3
HE	466	Modern Methods of Clothing Construction	2
HE	471	History of Costume	2
HE	472	Advanced Textiles	2

Music

A maximum of four semester hours of music may be included in the academic electives to count toward graduation requirement.

			Sem. Hrs.
Music	134	Rudiments of Music	1
Music	166	Marching Band	½
Music	234	Advanced Topics of Music	1
Music	265	College Choir	½
Music	266	Concert Band	½
Music	267	Symphonic Singers	½
Music	268	Solo and Ensemble	½
Music	290	Public School Music	1

Science

			Sem. Hrs.
Sci	206	General Bacteriology	3
Sci	208	Organic Chemistry	4
Sci	316	Zoology	3
Sci	322	Biochemistry	3
Sci	362	Advanced Physiology	3
Sci	421	Physics I	5
Sci	423	Physics II	3
Sci	432	Heredity and Eugenics	2 or 3
Sci	442	Community Hygiene	2 or 3

Social Science

			Sem. Hrs.
SS	201	General Economics	2
SS	301	Economic History of the United States	3
SS	309	General Sociology	2
SS	311	Government	2
SS	407	History of the Americas	3
SS	409	Recent United States History	2
SS	410	Modern World	3
SS	411	Problems of American Society	2
SS	414	Labor Problems	3
SS	417	American Politics	2

VOCATIONAL HOMEMAKING EDUCATION MAJOR

Women students interested in the vocational education major must be eligible for vocational teaching certification upon graduation.

The distribution of the courses required for a major in this division will be very similar to that in the curriculum of the home economics division. The academic and education courses will be distributed as they are in that curriculum. The vocational courses required will be:

Philosophy of Vocational and Adult Education
Teaching Vocational and Adult Homemaking
Educational Psychology
Vocational Guidance
Problems in Teaching Vocational and Adult Homemaking

Technical courses will be taken from the list required in home economics, such requirements, however, to be modified to fit the particular needs of the individual student.

Credit examinations in technical fields in which the candidate has had teaching or trade experience will be allowed up to a maximum of 24 semester hours. Such credit will be released in units of six-semester hours at the completion of each 31 semester hours of resident classwork. The method for conducting such examinations will be similar to that set up for the men majoring in the vocational trade and industrial courses. (See Vocational Trade and Industrial Major.)

Wisconsin State Board of Vocational and Adult Education Certification Requirements

Under section 41.15 (6) of the Wisconsin Statutes, the State Board of Vocational and Adult Education has set up certain standards of practical occupational experience, teaching experience in schools of vocational and adult education, general educational training, and specific professional preparation for teachers in the Wisconsin schools of vocational and adult education, and is certifying such teachers on the basis of these standards.

Teachers of Homemaking

PROVISIONAL STATE CERTIFICATE

The Provisional State Certificate is granted to and held by all teachers of homemaking who are not yet qualified to hold the Standard State Certificate, and who

Occupational Experience

1. Have had practical experience in homemaking, involving some degree of responsibility, for at least one full year.
   OR, have had such experience for at least six months and agree to spend one summer (3 months), during each certification period in homemaking until such record shall total one full year.

Professional Preparation

2. Have completed two years of college work in an approved teacher training institution with major emphasis upon home economics education.

3. Have agreed to and actually do spend one summer school (6 weeks) during each certification period in professional improvement along lines laid down for securing the Standard State Certificate. At least six semester hours of credit must be earned during each certification period. The following courses must be taken first:

Philosophy of Vocational and Adult Education	2 crs.
Teaching Vocational and Adult Homemaking	2 crs.

(Note: Certification periods mentioned above are those ending with the second August 31st after the teacher enters upon her work in vocational and adult education and all subsequent two-year periods.)

STANDARD STATE CERTIFICATE

The Standard State Certificate is granted to and held by all teachers of homemaking who meet the following requirements:

Occupational Experience

1. Have had practical experience in homemaking, involving some degree of responsibility, for at least one full year. (Note: *Practical experience* in homemaking involving some degree of responsibility is considered to be: (a) Experience with entire responsibility for all homemaking activities such as would be the case were the housewife to be away or ill, or the mother to die, leaving full responsibility to be assumed by the candidate; (b) Experience as an employee in the home, responsible for certain homemaking activities such as would be the case where the candidate works with and assists the housewife but usually has delegated, or assumes, responsibilities for definite activities.)

Teaching Experience

2. Successful teaching experience of homemaking for at least three full years in schools of vocational and adult education; one of these three years must be in Wisconsin.

Professional Preparation

3. Completion of four years of college work in an approved teacher training institution with major emphasis upon home economics education.

4. Completion of the following specific course requirements:

Philosophy of Vocational and Adult Education	2 crs.
Teaching Vocational and Adult Homemaking	2 crs.
Educational Psychology	2 crs.
Guidance (Basic Course)	2 crs.
Problems in Teaching Vocational and Adult Homemaking..	2 crs.
Elementary Economics	4 crs.
Socio-economic Electives	4 crs.
	18 crs.

Unclassified

All teachers of homemaking who do not have status under the plan of certification as herein set up shall be designated as Unclassified.

PRE-PROFESSIONAL EDUCATION

At The Stout Institute many courses are available for those who wish to pursue professional curricula in fields other than those of home economics and industrial education. Such students may draw on departmental offerings throughout the college, courses which will be accepted by other colleges and universities as part training in pre-professional areas.

The Stout Institute serves three types of people interested in pre-professional education: (1) Those who desire pre-professional courses basic to law, medicine, veterinary medicine, pharmacy, education other than home economics and industrial arts, laboratory technology, dentistry, engineering, nursing, business administration, journalism, social work, the ministry, music, agriculture, forestry, and physical education; (2) Those who desire two years of general education as a cultural gackground for good citizenship and useful living as members of a community; (3) Those who, at the time they enter college, do not have well-defined plans for the future and want personal, educational and vocational guidance.

Some professional colleges require certain specific courses and in so far as such courses are available at The Stout Institute, they should be chosen. Students who plan to transfer to other colleges should indicate at the time of registration the colleges which they plan to attend and the courses they

wish to follow. Better planning is possible when specific curricula of those colleges are used as guides.

Students who plan to prepare themselves for the professions of law, dentistry, engineering, medicine, and pharmacy should recognize that admission to such professional study requires superior scholarship during the early college years. There are, at present, many more candidates for admission to some professional colleges than can be accepted; those having the highest scholastic standing are usually given preference.

The Stout Institute offers twenty-one one-year and two-year pre-professional curricula. After the student has come to a definite decision about his professional study, it is quite possible to extend his pre-professional curriculum to three or even four years.

The curricula listed below are flexible and thus merely suggestive. A student is given a maximum of guidance in constructing a program to meet the special requirements of the professional school of his choice.

PRE-BUSINESS ADMIN'STRATION

Students who wish to transfer to other colleges and major in business should take courses in economics, mathematics, English composition, advanced writing, and speech. Science, both physical and biological, social studies, and literature will be acceptable for transfer. Other courses may be carefully selected from the offerings in art and music.

PRE-DENTISTRY

Dental schools encourage students to take three to four years of college work before applying for admission to professional study. Students should follow the general pattern of pre-medicine with the addition of a few shop courses, recommended more for training in laboratory skill than for transfer, such as general mechanics and general metals.

PRE-EDUCATION

(Other than industrial education or home economics)

A broad general education is a requisite for all teachers. Students who are considering teaching but who plan to transfer to other colleges to specialize in English, speech, mathematics, social studies, science, music, art, physical education, and other high school subjects, or elementary education, should take freshman and sophomore courses in their major fields of interest. For certification, students will generally need concentrations of twenty-four hours in one subject as a teaching major or fifteen hours for a teaching minor. In addition to this requirement, they should take child development, psychology, physical education, and other academic courses. Certain home economics and industrial education courses fit into a broad general education. Crafts and general mechanics are practical shop courses for all teachers.

PRE-ENGINEERING

The common curriculum for freshmen is basic to such professions as aeronautical engineering, agricultural engineering, ceramic engineering, chemical engineering, civil engineering, electrical engineering, general engineering, metallurgical engineering, and mechanical engineering. By the time the freshman has completed this basic curriculum, he should declare his choice among the branches of engineering and decide upon the school of engineering in which he expects to complete his work. These decisions will give direction to his curriculum for the sophomore year at Stout and assist in arranging his program to meet specific requirements in the school of his choice.

Selected courses in mathematics, physical science, English, speech, and social science are acceptable in engineering colleges. In addition, Stout is in a unique position to offer certain pre-engineering students basic courses in metals, for example foundry, machine shop, sheet metal, oxy-acetylene welding, and electric-arc welding. Students may also find upon inquiry that some engineering colleges will accept other shop courses.

PRE-JOURNALISM

Those interested in journalism will find a variety of opportunities for both basic courses and practical experience. Courses in English composition, literature, expository writing, feature writing, and journalism are recommended. Students should also choose liberally from the social studies and the science courses. Opportunities for work experience are presented by the college paper, *The Stoutonia,* and the annual, *The Tower,* as well as by all graphic arts.

PRE-LAW

A broad cultural background with emphasis on the linguistic subjects is recommended for admission to law schools. Courses in political science, history, economics, psychology, mathematics, English, and science should be taken by students who wish to gain admission to law schools.

PRE-LIBERAL ARTS

Students who want a broad general education should take mainly academic courses. These may be chosen from the fields of English, speech, social studies, natural sciences, mathematics, music and applied art. Some industrial education and home economics courses will readily transfer, for example, courses in family life and art.

PRE-MEDICINE

Medical colleges recommend a broad general education for the first three years. All medical schools require some work in biology, chemistry, and physics. In sciences, the quality of work is more important than the quantity.

Courses in English composition, history, literature, sociology, economics, political science, mathematics, psychology, and the related arts are recommended.

PRE-NURSING

The student will profit by following the general suggestions for pre-medicine with the early addition of nutrition and bacteriology in her schedule. The nursing profession also recommends a broad cultural background.

PRE-PHARMACY

Pharmacy is founded on the physical and biological sciences. As students who want to prepare to work in this field are required to take specific courses early in their training, only one year of pre-pharmacy is recommended. This year can profitably be spent in chemistry, biology, English, speech, mathematics, psychology, and physical education.

PRE-PHYSICAL THERAPY AND MEDICAL TECHNOLOGY

Students interested in these areas will do well to concentrate in the biological sciences, i.e., physiology, biology, heredity and eugenics, and community hygiene as well as in physical education. Courses in English, social studies, psychology, chemistry, and physics are recommended. Nutrition and general mechanics are practical courses for the physical therapist or the medical technician.

PRE-SOCIAL AND PERSONNEL WORK

The student should enroll in such courses as English, economics, sociology, political science, psychology, community hygiene, physical education, and biological sciences. As he progresses, he should take specific courses in adolescent psychology, guidance, tests and measurements, statistics, and mental hygiene and child development.

PRE-VETERINARY MEDICINE

In general, the courses recommended for pre-medicine will be transferable to a college of veterinary medicine. Students should make careful inquiry of the specific college to which transfer is desired or get help from The Stout Institute counseling office before a second year of pre-veterinary medicine is begun.

OTHER PRE-PROFESSIONAL CURRICULA

A number of other one-year and two-year curricula are available for interested students. For such professions as industrial chemistry, aviation, agriculture, forestry, recreation, theology, music, and art, the interested student should consult the Student Personnel Director before registration.

Description Of Courses

The courses numbered from 100 to199 are primarily for freshmen; those numbered from 200 to 299, for sophomores; 300 to 399, for juniors; and 400 to 499, for seniors. However, recent curriculum changes have caused some irregularities in this regard. Courses numbered 500 and above are restricted to graduate students only.

In advanced courses prerequisites are listed in the course descriptions. Occasionally, for flexibility in programming, students are permitted to take certain courses concurrently; such courses are designated as "Prerequisite or Parallel."

The Stout Institute operates on the semester system. Each semester consists of eighteen weeks. However, certain courses in the Industrial Education area are scheduled on a nine-weeks, or quarter basis. Quarters I and II are the first and second halves of Semester I; Quarters III and IV, of Semester II. Credits are expressed in semester hours. The distribution of lecture and laboratory hours for shop and laboratory courses is given in parentheses. For example, (1-4) means one hour of lecture or discussion and four hours of laboratory per week.

HOME ECONOMICS

CLOTHING AND TEXTILES

Home Economics 102 *Clothing*
Personal clothing problems and good standards of dress for college women. Fundamentals of clothing construction. Integrated with Art 220.
Sem. I, II (0-6) Credit: 3
Clark, Jeter, Van Ness

Home Economics 218 *Clothing Construction*
Prerequisite: Home Economics 102
Personal and technical problems in the selection and making of rayon and wool garments. Emphasis on fitting. Renovation of clothing.
Sem. I, II (1-4) Credit: 3
Jeter

Home Economics 315 *Textiles*
Study of fibers, yarns, weaves, finishes, and design as applied to the selection of clothing and household fabrics.
Sem. I, II (2-2) Credit: 3
Van Ness

Home Economics 316 *Clothing Economics*
Prerequisite: Home Economics 317
Family clothing needs and expenditures. Consideration of production, merchandising and consumption of clothing.
Sem. II, alternate years (0-2) Credit: 2
Van Ness

Home Economics 320 *Advanced Clothing Construction*
Prerequisite: Home Economics 218
Basic tailoring techniques applied in the making of dressmaker type garments.
Sem. I, II (0-4) Credit: 2
Jeter

Home Economics 336 *Clothing Problems*
Prerequisite: Home Economics 218
Preparation for teaching clothing. Evaluation and preparation of illustrative material; flat pattern designing; opportunity for individual studies.
Sem. II (0-4) Credit: 2
Jeter

Home Economics 412 *Applied Dress Design*
Prerequisite: Home Economics 218
Application of principles of costume design in the construction of garments by means of draping. Emphasis on individuality in costume through appropriate use of line, proportion, color, and texture. Field trip.
Sem. II, alternate years (0-4) Credit: 2
Van Ness

Home Economics 414 *Children's Clothing*
Prerequisite: Home Economics 218
Problems in selecting, planning, and constructing children's clothing. Relation of design to self-help. Garments designed and made for children who can be studied in the laboratory.
Sem. I (0-4) Credit: 2
Jeter

Home Economics 466 *Modern Methods of Clothing Construction*
Prerequisite: Teaching experience or consent of instructor
Functional methods of garment construction. Cutting the garment to fit; newer sewing techniques; functional arrangement of equipment.
SS Credit: 2
Jeter, Van Ness

Home Economics 471 *History of Costume*
Development of costume throughout the ages. Factors which influence change in fashion; qualities in style that make for lasting beauty; influence of the past on present-day costume.
SS Credit: 2
Jeter

Home Economics 472 *Advanced Textiles*
Prerequisite: Home Economics 315
Investigations and new developments in the textile field. Opportunity for individual problems.
SS Credit: 2
Van Ness

Home Economics 500 *Tailoring*
Prerequisite: Home Economics 218 or consent of instructor
Application of tailoring techniques in the making of suits and coats. Preparation of illustrative material for teaching.
SS Credit: 3
Jeter

Home Economics 514 *Seminar in Clothing and Textiles*
Discussion and interpretation of recent developments in clothing. Individual reports.
SS Credit: 2
Jeter, Van Ness

Home Economics 544 *Workshop in Clothing and Textiles*
Prerequisite: Teaching experience or consent of instructor.
Opportunity for cooperative work in some aspect of clothing study.
SS **Credit: 2**
Staff

FAMILY LIFE EDUCATION

Home Economics 116 *Personal Development*
An orientation course concerned with typical college problems—personal, social, professional, vocational guidance in the field of home economics.
Sem. I Credit: 1
Kirk

Home Economics 224 *Growth and Development of the Child*
Prerequisite: Education 123
Study of the physical, mental, emotional, and social growth of the child with guidance implications based on growth. Observation of nursery school children.
Sem. I, II (2-2) Credit: 3
Smith

Home Economics 317 *Consumer Information*
Study of motives in consumption; family income and expenditures; selection of commodities and services; buying and selling practices. Evaluation of consumer aids and investigation of local situations.
Sem. I, II Credit: 3
Van Ness

Home Economics 318 *Family Health and Home Nursing*
Factors necessary to maintain the health of the family. Includes the Red Cross course in *Home Care of the Sick*, students earn Red Cross Certificate.
Sem. I, II Credit: 2
Trullinger

Home Economics 333 *Home Equipment*
The selection, operation, uses and care of home equipment as it is related to the well being of the family.
Sem. II Credit: 2
Trullinger

Home Economics 403 *Home Management*
Prerequisite: Home Economics 308
Management of family resources for the attainment of successful family life, social aspects and adjustments of group and family living. Six weeks residence in the Home Management House with homemaking and managerial experiences.
Sem. I, II Credit: 4
Trullinger

Home Economics 424 *Principles and Practices of Child Guidance*
Factors involved in the successful personality development of the pre-school child. Application of guidance principles to experiences of the pre-school child; evaluation of the literature in the field; assisting in the nursery school.
Sem. I, II (1-2) Credit: 2
Smith

Social Science 326 *Marriage and the Family*
See Social Science.

Home Economics 404 *Food for Family Entertaining*
See Food and Nutrition.

Home Economics 429 *The Family Centered Homemaking Program*
See Home Economics Education.

FOOD, NUTRITION, DIETETICS, AND INSTITUTION MANAGEMENT

Home Economics 114 *Food Preparation*
Basic principles and modern techniques used in the preparation of standard food products.
Sem. I, II (2-6) Credit: 5
Carrison

Home Economics 212 *Family Nutrition*
Prerequisite: Home Economics 114
Scientific study of the principles of human nutrition as a basis for the selection of food for members of the family group.
Sem. I, II (2-2) Credit: 3
Meiller

Home Economics 230 *Food Preparation*
Prerequisite: Home Economics 114
Advanced course for increased professional experience in food preparation: cakes pastries, yeast breads, candies, deep fat frying, frozen desserts, poultry, fish, meat sundries, food preservation.
Sem. I, II (1-4) Credit: 3
Nelson

Home Economics 300 *Applied Institution Management*
Prerequisites: Home Economics 212 and 230 or 308
Preparation and service of meals in the college tea room under the direction of a student manager. Meal planning, recipe selection, economical use of materials and time, dining room management, food preparation, and cost control.
Sem. I, II (1-4) Credit: 3
Killian

Home Economics 308 *Meal Management*
Prerequisite: Home Economics 212
Planning, preparation and service of meals. Management of money and time, efficient use of equipment, consideration of nutrition needs, food habits and social customs of family groups.
Sem. I, II (0-4) Credit: 2
Nelson

Home Economics 310 *Nutrition and Dietetics*
Prerequisite: Home Economics 212
Fundamental principles of human nutrition applied to individual, family and community problems. Planning of dietaries.
Sem. I (1-4) Credit: 3
Meiller

Home Economics 328 *Institution Administration*
Prerequisite or parallel: Home Economics 308
The organization and administration of food service in institutions such as hospitals, schools, and commercial establishments. Personnel management, purchasing, records and accounts, and housekeeping.
Sem. II Credit: 3
Killian

Home Economics 400 *Food and Equipment Demonstrations*
Prerequisites: Home Economics 230 or 308
Planning and giving demonstrations. Active supervised participation; group criticism; observation of demonstrations by home economics specialists in the commercial field. Final demonstration open to public.
Sem. II (0-4) Credit: 2
Carrison

Home Economics 404 *Food for Family Entertaining*
Prerequisite: Home Economics 212
Suggestions for smart, gracious, yet simple and inexpensive entertaining. Demonstrations combined with group and individual activities.
SS Credit: 2

Home Economics 418 *Diet in Disease*
Prerequisite or parallel: Home Economics 310, Science 322 and 362
Modification of the normal diet in pathological conditions. Rapid computation of dietaries. Preparation of special diets.
Sem. II (1-4) Credit: 3
Meiller

Home Economics 419 *Nutrition*
Prerequisite: Home Economics 212
Recent advances in nutrition and their significance in the selection of food for the family.
SS Credit: 2
Meiller

Home Economics 423 *Planning & Equipping Home Economic Laboratories*
Planning pleasant and functional teaching centers in homemaking departments. Principles of floor arrangement; selection, placement, care and use of equipment. Study of finishes for walls, working surfaces and floors.
SS Credit: 3
Carrison, Trullinger and equipment specialists

Home Economics 425 *Selection and Arrangement of Equipment for Home Economic Laboratories*
Selection, placement, care and use of equipment and utensils for family-centered teaching in homemaking laboratories. Consultant service on plans for equipping new and remodeled laboratories.
SS Credit: 3
Trullinger

Home Economics 438 *Experimental Food*
Prerequisite: Home Economics 230 and Science 125
Experimentation with selected food materials, techniques and equipment. Opportunity for directed study and work in an individually chosen area.
Sem. I (0-6) Credit: 3
Meiller

Home Economics 443 *School Food Service*
Prerequisite: Home Economics 308 or equivalent
Laboratory in the Stout Cafeteria with emphasis on well-balanced meals, and selling qualities of food through eye appeal, flavor and quality.
SS Credit: 2 or 3
Killian

Home Economics 446 *Food Preservation*
Prerequisite: Home Economics 114
Application of principles of food preservation with emphasis on freezing and other modern methods.
SS Credit: 2
Staff

Home Economics 452 *Institution Food Preparation*
Prerequisites: Home Economics 212 and 230 or 308
Institution meal planning, standardization of recipes, calculation of food costs, operation and care of equipment, preparation of food for the college cafeteria. Specific problems of food selection and large quantity preparation.
Sem. I (1-4) Credit: 3
Killian

Home Economics 463 *Institution Management Problems*
Prerequisites: Home Economics 328 and 300 or 452
Directed individual work in selected problems. Laboratory problems in the college cafeteria and tea room.
Sem. I, II (0-4 or 6) Credit: 2 or 3
Killian

Home Economics 501 *Trends in Nutrition*
Prerequisite: Home Economics 212
Practical application of recent developments in the field of nutrition.
SS Credit: 2
Meiller

Home Economics 508 *Food Seminar*
Prerequisite: Home Economics 308
Discussion and interpretation of recent developments in food preparation, food processing and food products. Choice of problems based on needs and interests of student.
SS Credit: 2
Staff

Home Economics 511 *Nutrition Seminar*
Prerequisite: Home Economics 308
Discussion and interpretation of recent developments in fundamental and applied nutrition. Choice of problems based on needs and interests of student.
SS Credit: 2
Meiller

Home Economics 513 *Institution Management Seminar*
Prerequisites: Home Economics 328 and 300 or 452
Discussion and interpretation of recent developments in institution management. Choice of problems based on needs and interests of student.
SS Credit: 2
Killian

Home Economics 545 *Workshop in Foods*
Prerequisite: Home Economics 308
Individual development of subject matter, evaluation instruments, instructional materials and demonstration techniques.
SS Credit: 2

Home Economics 556 *Advanced Experimental Food*
Prerequisite: Home Economics 438
Principles of research methods applied to directed individual investigations in food preparation.
SS Credit: 3 or 4
Meiller

RELATED ART

Art 106 *Fundamentals of Design*
Principles of design and color theory, and a problem which applies these to the home and family living.
Sem. I, II (0-6) Credit: 3
Thvedt

Art 206 *Art Appreciation*
Development of critical judgment in evaluating traditional and contemporary art forms; appreciation of art as an enrichment of everyday life. Visual aids. Field trips to Minneapolis and St. Paul galleries and shops.
Sem. II, alternate years Credit: 2
Thvedt

Art 220 *Clothing Selection*
The importance of personal appearance and factors which contribute to it. Application of art principles to the selection of clothing.
Sem. I, II (1-2) Credit: 2
Clark

Art 224 *Weaving*
Warping a loom; elementary and complex weaving. Materials purchased by the student.
SS Credit: 2
Amon

Art 332 *Advanced Design*
Prerequisite: Art 106
Further application of art principles to designs for household needs: textiles for drapery or wall-hangings, ceramic pieces, lamps, glass, and linens.
Sem. I, alternate years (0-4) Credit: 2
Thvedt

Art 334 *Home Furnishing*
Prerequisite: Art 106
Problems involving selection of home furnishings. Color, design, and materials as they apply to home planning; development of consumer discrimination.
Sem. I, II (1-4) Credit: 3
Amon

Art 400 *Crafts*
Prerequisite: Art 106
Creative design and construction in several crafts: weaving, leather, ceramics.
Sem. I, II (0-4) Credit: 2
Amon, Thvedt

Art 410 *Pottery*
Design and construction of pottery. Coil, slab, and mold methods; decorating, glazing, and firing.
Amon (0-4) Credit: 2

Art 423 *Problems in Home Furnishing*
Prerequisite: Art 334
Draperies, slip-covers, and other articles for the home designed and made; furniture reconditioned.
Amon (0-4) Credit: 2

Art 430 *Art History*
Significant periods of furniture, china, silverware, textiles, and the fine arts. Field trips to Minneapolis and St. Paul galleries.
Sem. II, alternate years Credit: 2
Thvedt

Art 436 *Costume Design*
Prequisite: Home Economics 218
Development of original designs for costumes, based on study of design sources.
Thvedt (0-4) Credit: 2

Art 448 *Housing*
Prerequisite: Art 334
Financial and legal aspects of building. Suitability of homes to geographical locations and family needs. Actual plans for a new or remodelled home.
Sem. I, alternate years (0-4) Credit: 2
Amon

Art 460 *Creative Art*
Prerequisite: Art 106
Creative approach to art with emphasis on composition. Pencil, watercolor, chalk, fingerpaint.
SS (0-4) Credit: 2
Amon, Thvedt

Art 526 *Seminar in Related Art*
Flexible course in which the interests and needs of students are given important consideration. Fundamental material in the integration of art with home economics subject matter.
SS Credit: 2
Staff

SPECIAL COURSES IN HOME ECONOMICS

The courses described below have been arranged in collaboration with the State Board of Vocational and Adult Education. The presentation of this group of courses has resulted from investigations made in the vocational schools of the state and from expressions of staff members and teachers for work of this type.

Home Economics 246 *Upholstery*
Simple upholstery techniques for home repair and maintenance of upholstered furniture. The uses of tools and equipment, supplies and fillings, and the selection of furniture coverings; rebuilding and restuffing loose inner-spring cushions; minor repairs on upholstered furniture; finishing, refinishing, and patching damaged woodwork. Students provide their own work projects.
SS Credit: 2

Home Economics 342 *Costume Millinery*
Basic fundamentals of designing and constructing fabric, straw, and felt hats, coordination of millinery and other accessories, procedures in purchasing supplies from wholesale houses.
SS Credit: 3

Home Economics 445 *Design and Construction of Slip Covers*
The principles of design and their application to the selection of fabrics. Construction of slip covers for modern and traditional decor.
SS Credit: 2

Home Economics 447 *Design and Construction of Lampshades and Draperies*
A study of figure, proportion, pattern. Construction of lampshades and draperies to conform with present trends in home furnishings.
SS Credit: 2

EDUCATION — HOME ECONOMICS

Education 310 *Introduction to Teaching Home Economics*
Prerequisite or parallel: Education 303
Philosophy, objectives and organization of home economics at the secondary level. Group techniques, community resources, instructional materials and extra class activities.
Sem. I, II Credit: 2
Noble

Education 320 *Methods of Teaching Home Economics*
Prerequisites: Education 303 or parallel
Principles of teaching homemaking in the high school including newer techniques of teaching, unit and lesson planning, teaching aids and classroom management. Observation and participation in high school homemaking classes.
Sem. I, II, SS
Noble Credit: 2

Education 408 *Student Teaching in Home Economics*
Prerequisite: Education 310
Parallels: Education 427 and 441
Supervised observation, participation, and teaching in a high school homemaking department for six weeks. The student will live in the community where she teaches.
Sem. I, II Credit: 8
Noble, Elliott, Harper, and off-campus supervising teachers

Education 415 *Workshop in Vocational and Adult Homemaking*
Development of teaching materials in adult homemaking. Applicable to the training of call-staff teachers. Work directed towards the needs of teachers, coordinators, and local supervisors of vocational and adult homemaking.
SS
Staff Credit: 2

Education 416 *Problems in Teaching Vocational and Adult Homemaking*
Prerequisites: Education 402 and 427, and three years teaching vocational and/or adult homemaking
Analysis of problems confronting experienced teachers; development of tentative solutions.
SS
Elliott Credit: 2

Education 427 *Methods of Teaching, Including Vocational and Adult Education*
Prerequisite: Education 310
Parallels: Education 408 and 441
Techniques of teaching homemaking. Curriculum, unit and lesson planning. Evaluation in homemaking. Adapted to meet the needs, interests and abilities of adolescent and adult classes. Participation in high school classes.
Sem. I, II
Elliott Credit: 4

Home Economics 429 *The Family-Centered Homemaking Program*
Prerequisites: Education 408, 427, or teaching experience
Philosophy and development of homemaking programs based on family living today. Methods and teaching aids.
SS
Elliott Credit: 2

INDUSTRIAL EDUCATION

Many courses in this group (shop work, drawing, and design) are nine weeks in length, meeting daily. Due to the variation in the types of content included in these courses, the following tabulation is given to indicate the time requirements for credits:

1 period per week	(2)	18 wks.	1 semester hour
2 periods per week	(1)	18 wks.	1 semester hour
3 periods per week	(0)	18 wks.	1 semester hour
6 periods per week	(0)	9 wks.	1 semester hour
12 periods per week	(0)	9 wks.	2 semester hours
10 periods per week	(2)	9 wks.	2 semester hours

(Figures in parentheses indicate hours in preparation.)

Industrial Education *Orientation*
(For all Industrial Education Freshmen)
Admission requirements, program operation, attendance regulations, credits, scholastic measurement. Analysis of characteristics of a good performance in shop or drawing courses, in professional courses, in academic courses, and as a teacher. Personnel problems in physical, social, and mental phases. Curriculum opportunities, professional requirements, trend in requirements in calls for teachers. Significance of choices available.
Sem. I Credit: 0
Jarvis, Price

BUILDING CONSTRUCTION

Industrial Education 249 *Bricklaying*
Elements of bricklaying applied in building walls, chimneys, piers, walling-in frames, turning arches, building fireplaces. Demonstrations and class work carried on under actual trade practice.
Ray (0-10) Credit: 2

Industrial Education 251 *Bricklaying*
Prerequisite: Industrial Education 249 or equivalent
A continuation of Industrial Education 249 in advanced work. Motion study; problems planned under field conditions; equipment, shop layouts, trade tests, scaffolding, safety and hygiene. Blueprints and outlines issued for reference.
Ray (0-10) Credit: 2

Industrial Education 354 *Concrete Work*
Elements of concrete work. Mixtures, footings, foundations, special formwork, reinforcing, sweeping, ornamental molds, pre-cast slabs. Field work assigned.
Ray (0-10) Credit: 2

DRAFTING

Industrial Education 118 *Freehand Drawing*
Basic fundamentals of freehand drawing; lines, circles, ellipses, geometric solids, freehand perspective. Shading, still life, thumbnails, technical sketching, blackboard practice, pen and ink work. Term sketch required.
Qr. I, II, III, IV (0-10) Credit: 2
Ray

Industrial Education 121 *Elements of Mechanical Drafting*
Graphic representation of fabricated objects by various drawing techniques. Orthographic projection, development, production illustration, and other techniques.
Qr. I, II, III, IV (0-10) Credit: 2
Siefert

Industrial Education 130 *Aircraft Drafting*
Prerequisite: Industrial Education 121
Airfoil profiles, L. E. radius, angle of incidence, wing construction, elevator and stabilizer details, fuselage, landing gear, tubular structure, rigging details, engine mounting.
Siefert (0-10) Credit: 2

Industrial Education 224 *Advanced Freehand Drawing and Design*
Prerequisite: Industrial Education 118
Alphabets, lettering, monograms, trade marks, advertising layouts, show card and poster work. Silk screen and stencil cutting. Memory sketching.
Ray (0-10) Credit: 2

Industrial Education 226 *General Drafting*
Prerequisites: Industrial Education 118 and 121
The place of drafting in general education. Life situations, organization patterns, social and economic background. Problems involving the use of various types of organization patterns; flow sheets, operation diagrams, comparative value charts, working drawings.
Siefert (0-10) Credit: 2

Industrial Education 227 *Machine Drafting*
Prerequisites: Industrial Education 118, 121, 234, and one course from the metal work group
Detailing of machine parts. Technical sketching, measuring techniques, drafting conventions, standard parts, use of hand books.
Siefert (0-10) Credit: 2

Industrial Education 228 *General Drafting*
Prerequisites: Industrial Education 118 and 121
Drawing techniques for various school levels and vocational schools. Organization and preparation of a teaching syllabus. Concentration in chosen field.
Ray (0-10) Credit: 2

Industrial Education 229 *Machine Drafting*
Prerequisites: Industrial Education 227 and Mathematics 213
Analysis of motion, motion diagrams. Design of various types of cams; use of odontograph in gear layout; spur and bevel gears; worm and worm wheel.
Siefert (0-10) Credit: 2

Industrial Education 231 *Architectural Drafting*
Prerequisites: Industrial Education 118 and 121
Elements of planning and construction for frame and masonry houses. Lettering, symbols and conventions, footings, foundations, sills, basement windows, casement and double hung windows, cornices, fireplaces, stairs. Preliminary planning and drawing of floor plans, elevations and perspective. Cost estimates.
Ray (0-10) Credit: 2

Industrial Education 233 *Architectural Drafting*
Prerequisite: Industrial Education 231
Preparation of working drawings for a frame or masonry residence. Optional layout of rooms for each student; floor plans, elevations, details, and specifications; rendered perspective; cost estimates; term reports; illustrated lectures on kitchens, bathrooms, living rooms, dining rooms, basements.
Ray (0-10) Credit: 2

Industrial Education 234 *Mechanical Drafting*
Prerequisite: Industrial Education 121
Advanced problems in projections, auxiliary views, intersections, revolutions and developments.
Siefert (0-10) Credit: 2

Industrial Education 329 *Machine Drafting*
Prerequisite: Industrial Education 227
Production illustration. Various types of mechanical pictorial representation applied to machine parts.
Siefert (0-10) Credit: 2

Industrial Education 331 *Architectural Drafting*
Prerequisite: Industrial Education 231
Complete scale model of a house from the student's plans for class demonstration. Landscaping and rendering of the model. Photograph of the exterior and interior.
Ray (0-10) Credit: 2

Industrial Education 431 *Architectural Drafting*
Prerequisite: Industrial Education 331
Design of a shop, professional, apartment or industrial building. Working drawings and rendered perspective.
Ray (0-10) Credit: 2

Industrial Education 433 *Machine Drafting*
Prerequisite: Industrial Education 329
Planning and designing machines. Considerations of strength, use, operation, manufacture. Planning jigs and fixtures.
Siefert (0-10) Credit: 2

Industrial Education 471 *Architectural Drafting*
Prerequisites: Industrial Education 233 and 431
Fundamentals of architectural design; shades and shadows; perspective rendering. Preparation of exhibition and competition drawings.
Ray (0-10) Credit: 2

ELECTRICAL WORK

Industrial Education 119 *Fundamentals of Electricity*
Essentials of electricity. Static electricity, current electricity, cells and batteries, series and parallel circuits, electric power, magnetism and electromagnetism, measuring instruments, alternating current principles, generator and motor principle, and rectification of alternating current.
Qr. I, II, III, IV (0-10) Credit: 2
Ruehl

Industrial Education 343 *Industrial Electricity*
Prerequisite: Industrial Education 119
Magnetic circuits as applied to coils, motors, generators, and transformers. Illumination; insulation and insulators; armature windings and winding projects; mutual and self-inductance; conduit wiring projects.
Ruehl (0-10) Credit: 2

Industrial Education 345 *Industrial Electricity*
Prerequisite: Industrial Education 343
Theory and essentials of alternating currents. Shop problems dealing with alternating current measuring instruments, transformers, and various types of alternating current motors and generators and their accessories.
Ruehl (0-10) Credit: 2

Industrial Education 347 *Radio*
Prerequisite: Industrial Education 119 or equivalent
Theory and fundamentals of radio communication circuits. Standard circuits set up and tested in the laboratory; application of radio test instruments; construction of radio projects.
Ruehl (0-10) Credit: 2

Industrial Education 357 *Electricity (Radio)*
Prerequisite: Industrial Education 347 or equivalent
Continued study of radio communication circuits and power supplies. Radio testing; construction and use of equipment.
Ruehl (0-10) Credit: 2

Industrial Education 439 *Applied Electronics*
Prerequisite: Industrial Education 119 and 347, Science 427 or consent of instructor.
Advanced study of model electronic circuits as applied to the control of industrial and commercial processes.
Ruehl (0-10) Credit: 2

MECHANICS

Industrial Education 242 *General Motor Mechanics*
Internal combustion engines. Suspensions and steering, fuel systems, carburetion, ignition systems, power trains. Application to vehicles of transportation.
Rawson (0-10) Credit: 2

Industrial Education 245 *Auto Mechanics*
Prerequisites: Industrial Education 113 and 119
Repair of automobile parts, not including the engine. Fender and body repairing, refinishing, interior trim repairing, wheel alignment, wheel balancing, servicing, adjusting or repairing units of the chassis.
Rawson (0-10) Credit: 2

Industrial Education 247 *Auto Mechanics*
Prerequisite: Industrial Education 245
Engine rebuilding and tune-up; servicing and repairing engine accessories. Reboring and honing cylinders; fitting pistons, rings, and piston pins; grinding, seating, and testing valves; repairing and adjusting carburetors.
Rawson (0-10) Credit: 2

Industrial Education 253 *General Shop*
Prerequisite: Sophomore standing
Related information and basic operations in plastics, ceramics, leatherwork, and bench metalwork. Experience in personnel plans for the general shop.
Kranzusch, Swanson (0-10) Credit: 2

Industrial Education 341 *Auto Mechanics*
Prerequisite: Industrial Education 247
Principles of operation, adjustments and repair of the various types of circuits, operating units, and storage batteries. Testing lighting circuits, generators, voltage regulators, distributors. Diagnosing, locating, and repairing electrical troubles on live cars.
Rawson (0-10) Credit: 2

Industrial Education 365 *General Shop*
Prerequisite: Industrial Education 253
Advanced related information and operations in plastics, ceramics, and leatherwork. Special emphasis on the development of projects for use in teaching a general shop.
Kranzusch, Swanson (0-10) Credit: 2

Industrial Education 369 *General Industrial Mechanics*
Prerequisite: Education 236
General survey of the industries. History and study of technological developments.
Reneson (0-10) Credit: 2

Industrial Education 375 *Industrial Mechanics*
Prerequisite: Industrial Education 369 or equivalent
Selected individual study of some particular mechanical phase of industry. Recognition and interpretation of mechanical and social change for students on the secondary level.
Reneson (0-10) Credit: 2

Industrial Education 451 *Auto Mechanics*
Prerequisite: Industrial Education 341
Equipment and management problems for prospective teachers of auto mechanics. Selecting and organizing teaching material.
Rawson Credit: 2

METAL WORKING

Industrial Education 113 *Machine Shop*
Basic instructional units covering the lathe, milling machine, drilling machine, shaper, and grinding machine. Shapes of cutting tools, grinding, setting, and operating; feeds and speeds for cutting various metals.
Qr. I, II, III, IV (0-10) Credit: 2
Wiehe

Industrial Education 115 *Sheet Metal*
Fundamental machine and hand tool operations and information topics. Development of simple patterns involving parallel and radial lines; direct layout and short methods; study of markets, manufacture, and buying of equipment and supplies.
Qr. I, II, III, IV (0-10) Credit: 2
Keith

Industrial Education 235 *Machine Shop*
Prerequisite: Industrial Education 113
Helical gear cutting and rack cutting on the milling machine; internal and external square thread cutting on the lathe; cylindrical grinding on the universal grinder.
Wiehe (0-10) Credit: 2

Industrial Education 237 *Machine Shop*
Prerequisites: Industrial Education 227 and 235
Worm gearing, tool making, tool and cutter grinding. Economical use of materials. Selection of appropriate instructional material and projects.
Wiehe (0-10) Credit: 2

Industrial Education 239 *Sheet Metal*
Prerequisite: Industrial Education 115
Drafting irregular patterns by means of triangulation with the top view in the layout, top and side view in the layout, side view only in the layout; shop practice in the various fields of sheet metal working.
Keith (0-10) Credit: 2

Industrial Education 241 *Sheet Metal*
Prerequisite: Industrial Education 239
Continued practice in layout and shop work. Some cabinet work and spot welding.
Keith (0-10) Credit: 2

Industrial Education 243 *Foundry*
Instructional units in molding applied in bench and floor molds; core making, cupola practice. Melting and pouring brass and aluminum.
Wiehe (0-10) Credit: 2

Industrial Education 333 *Sheet Metal*
Prerequisite: Industrial Education 241
Advanced operations: raising, forming, stretching, shrinking, bending, spinning, chasing, seaming, piercing, etching, coloring. Projects in the working of copper, brass, aluminum, pewter, monel metal, stainless steel, and nickel silver; related technical information.
Keith (0-10) Credit: 2

Industrial Education 335 *General Metal*
Prerequisite: Industrial Education 113
General shop of the trade group type. Organization, layout, equipment, management, uses of instructional material; selected projects in bench metal, forging, heat treating, machine shop, oxy-acetylene welding and cutting.
Klatt (0-10) Credit: 2

Industrial Education 337 *Foundry*
Prerequisite: Industrial Education 243
Advanced molding projects. Match plates for production work; metallurgy of the foundry; several heats of iron, brass and aluminum.
Wiehe (0-10) Credit: 2

Industrial Education 355 *General Metal*
Prerequisite: Industrial Education 455
Advanced work in ornamental and tool forging. Oxy-acetylene welding, power hammer work, bench metal, heat treating, and use of ceramic tile in combination with metal. Study of new machines, tools, metals, and manufacturing.
Klatt (0-10) Credit: 2

Industrial Education 435 *Machine Shop*
Prerequisite: Industrial Education 237
Bevel-gear cutting, punch and die making, internal grinding, problems in tool making. Selection of appropriatae instructional materials.
Wiehe (0-10) Credit: 2

Industrial Education 455 *Oxy-acetylene Welding*
Prerequisite: Industrial Education 335
Operation of generators, manifolds, tanks, gauges and torches. Welding of all common metals: hand and machine cutting of steel; testing and checking; technology of materials.
Klatt (0-10) Credit: 2

Industrial Education 457 *Electric Arc Welding*
Prerequisite: Industrial Education 335
Characteristics and operation of several kinds of arc welding equipment. Preparation of joints, striking and manipulation of the arc in various weld positions, welding of the common metals, symbols, types of electrodes, hand and machine cutting, destructive and non-destructive testing of welds.
Klatt (0-10) Credit: 2

Industrial Education 461 *Tool and Die Making*
Prerequisites: Industrial Education 237, 239, 227, 451, and for Graduate Students, Education 501
Operations and related technical information units for the following: single station cutting dies; drawing, expanding, non-cutting, assembling, progressive, and finishing dies; permanent molds. Layout work, methods of fabrication and machine tool operations involved will be planned by the student.
Qr. IV (0-10) Credit: 2
Klatt

PHOTOGRAPHY

Industrial Education 205 *Elementary Photography*
Picture taking, film developing, printing and enlarging. Each student required to provide camera and photographic film. Chemicals and photographic paper supplied.
Qr. I, IV, SS (0-10) Credit: 2
Barnard

Industrial Education 405 *Advanced Photography*
Prerequisite: Industrial Education 205
Advanced techniques in monochromatic photography and the fundamentals of color photography including color film development and color printing. Each student required to provide a camera, approved by the instructor, for use with the color film which the student must also supply. Chemicals and photographic paper supplied.
Barnard (0-10) Credit: 2

PRINTING

Industrial Education 117 *Elementary Composition*
Elements of composition, stonework, and platen press work. Projects in straight composition involving basic operations of job printing.
Qr. I, II, III, IV, SS (0-10) Credit: 2
Whydotski, Cornwell

Industrial Education 255 *Advanced Composition*
Prerequisite: Industrial Education 117
Problems in display composition, stonework, and platen press work. Introduction to commercial problems and jobs; typographical design.
Whydotski (0-10) Credit: 2

Industrial Education 257 *Machine Composition*
Prerequisite: Industrial Education 255
The mechanism, care and operation of intertype and linotype. Keyboard operation and mechanical adjustments.
Cornwell (0-10) Credit: 2

Industrial Education 259 *School Publications*
Prerequisite: English 102b
Production of school newspapers, magazines, and annuals. Elements of journalism and their application from the viewpoint of the adviser. *The Stoutonia,* the weekly college newspaper, used as laboratory.
Staff (0-10) Credit: 2

Industrial Education 351 *Printshop Mechanics*
Prerequisites: Industrial Education 257 and 459
Adjustment and care of machines in the school and job shop.
By arrangement (0-10) Credit: 2 or 4
Cornwell

Industrial Education 359 *Cooperative Industrial Printing*
Prerequisite: Industrial Education 255 or equivalent
Production work at the college press under shop conditions. One hundred clock hours of actual production experience in college press required for two semester hours of credit. On request for qualified students.
By arrangement Credit: 2 or 4
Staff

Industrial Education 361 *Printing Design*
Prerequisite: Industrial Education 255
Type design, commercial layouts, colors, papers, cover design, folders, and booklets. Application of design in printing.
Whydotski (0-10) Credit: 2

Industrial Education 363 *General Graphic Arts*
Basic reproductive processes in graphic arts. Wood and resilient block-cutting, lithography, etching, silk screen, stencil ditto, engraving, paper-making, and book binding.
Cornwell Credit: 2 or 4

Industrial Education 370 *General Bookbinding*
Prerequisite: Industrial Education 363 or consent of instructor
Basic fundamentals of the binding and repair of books. Instruction in the making of binding equipment and the use of materials obtained from local sources.
Qr. I, II, III, IV, SS (0-10) Credit: 2
Whydotski

Industrial Education 374 *Offset Lithography*
Prerequisites: Industrial Education 255
Basic course in offset lithography including units in plate making and multilith press work.
Barnard (0-10) Credit: 2

Industrial Education 376 *Advanced Lithography*
Prerequisite: Industrial Education 374
Continuation of Industrial Education 374. Preparation of intricate copy, stripping of negatives in plate making, and preparation of copy for multiple color work.
By arrangement (0-10) Credit: 2
Barnard

Industrial Education 449 *Printing Economics*
Prerequisite: Industrial Education 225
Shop organization and management, purchasing of equipment and supplies, shop layouts, and cost estimates.
Whydotski (0-10) Credit: 2

Industrial Education 459 *Presswork*
Prerequisite: Industrial Education 117
Problems and operation of platen and cylinder presses, automatic feeders, and imposition. Problems in bindery operations. Study of paper and inks. Credit: 2
Cornwell

Industrial Education 557 *Problems in Graphic Arts*
Prerequisite: Education 501
Selection of a problem in graphic arts; survey of the literature; organization and interpretation of the data; preparation of a written report.
By arrangement Credit: 2
Whydotski

WOODWORKING

Industrial Education 107 *Hand Woodworking*
Fundamental operations and information topics in woodworking. Construction of projects.
Qr. I, II, III, IV (0-10) Credit: 2
Soderberg

Industrial Education 111 *Woodturning*
Prerequisites: Industrial Education 107 and 131
Fundamental woodturning operations applied in projects in various woods. Study of design in turning. Advanced projects include check work, split turning, spiral turning, internal turning, fluting, and inlaying.
Olsen (0-10) Credit: 2

Industrial Education 116 *General Woodworking*
The management of a general woodworking shop. Upholstery, layout for light frame house construction, and project planning.
Olsen (0-10) Credit: 2

Industrial Education 131 *Machine Woodworking*
Basic elements in nomenclature, setup and operation of power equipment. Working drawings, bills of material and routing procedures; use of patterns, jigs, and templates.
Qr. I, II, III, IV (0-10) Credit: 2
Anderson

Industrial Education 209 *General Finishing*
Study and application of various finishes for composition material, plastics, wood, and metal. Color theory, spraying, baking, drying, polishing, and refinishing.
Soderberg (0-10) Credit: 2

Industrial Education 215 *Cabinet Work*
Prerequisite: Industrial Education 311
Student designs and makes patterns, jigs, templates for project designed in Industrial Education 311; constructs project. Drawer and door construction, sectional relationship of structural members, types of joints and methods of fastening.
Anderson (0-10) Credit: 2

Industrial Education 219 *Carpentry*
Actual experience in framing a house. Modular principles employed; the framing of simple roofs.
Olsen (0-10) Credit: 2

Industrial Education 221 *Painting and Decorating*
Prerequisite: Industrial Education 209
Application of color theory, color mixing, graining, stenciling, marbling, mottling, stippling, texturing with plastic materials, and other modern wall finishes. Production work and shop maintenance.
Soderberg (0-10) Credit: 2

Industrial Education 225 *Patternmaking*
Prerequisites: Industrial Education 107 and 227
Wood patternmaking, for casting in iron, brass and aluminum. Patterns involving solid, split, and segmental construction; core boxes where needed. Visit to a foundry.
Milnes (0-10) Credit: 2

Industrial Education 263 *Millwork*
Millwork items used in the building trades. Window frames; kitchen cabinets, storage walls, mouldings.
Anderson (0-10) Credit: 2

Industrial Education 267 *Millwrighting*
Prerequisite: Industrial Education 215
Practice in machine maintenance, tool fitting, saw fitting, installation of power equipment, and ordering tools and equipment. Information on feeds and speeds, electrical hook-ups, shop layout, and safety.
Anderson (0-10) Credit: 2

Industrial Education 311 *Design in Furniture and Case Work*
Prerequisites: Industrial Education 107 and 131
Planning, designing and making drawings of projects, stock cutting bills, patterns and job plans for a course of study at a chosen grade level. An optional field trip.
Anderson (0-10) Credits: 2

Industrial Education 312 *Cabinet Work*
Prerequisite: Industrial Education 215
Laminating, veneering, and curved work in project construction. Laboratory testing of moisture content of wood and relative humidity.
Anderson (0-10) Credit: 2

Industrial Education 313 *Design in Furniture and Case Work*
Prerequisite: Industrial Education 311
Continuation of Industrial Education 311. Designing, drawing and the making of rods, jigs, and forms. Laying out molder and shaper knives.
Anderson (0-10) Credit: 2

Industrial Education 319 *Carpentry*
Review of gable roof framing; advanced roof framing, cornice construction, exterior finishings, building materials, insulation. Reference assignments and discussion.
Olsen (0-10) Credit: 2

Industrial Education 325 *Patternmaking*
Prerequisites: Industrial Education 225 and 243
Pattern for sheave wheel; bevel gear blank. Mounted and gated patterns and matched plates; segmental construction work.
Milnes (0-10) Credit: 2

Industrial Education 371 *General Woodworking*
Prerequisite: Industrial Education 116
Advanced upholstery; planning and making woodworking teaching aids; special layout problems to meet individual needs.
Olsen (0-10) Credit: 2

Industrial Education 411 *Cabinet Work*
Prerequisite: Industrial Education 312
Advanced problems in fixture construction. Purchase and care of equipment and supplies. Shop layouts and installations.
Anderson (0-10) Credit: 2

Industrial Education 421 *Carpentry*
Prerequisite: Industrial Education 319
Interior finishing, hanging doors, installing kitchen cabinets, elements of stair building.
Olsen (0-10) Credit: 2

Industrial Education 440 *Plastics*
Processing acrylic plastics, formica, linoleum, fiber glass, and other materials allied to woodworking.
Olsen (0-10) Credit: 2

Industrial Education 447 *Institutional Production*
Prerequisites: Industrial Education 312 and vocational major in cabinet making
Building institutional equipment on a production and instructional basis with consideration given to vocational certification.
Anderson (0-10) Credit: 2

Industrial Education 448 *Cooperative Woodworking in Industry*
Prerequisite: Vocational major in cabinet making or carpentry
Full time affiliation of Stout Institute, industry, and students when it can be arranged for mutual benefits and for vocational credit.
Anderson, Olsen Credit: 2

EDUCATION — INDUSTRIAL EDUCATION

Education 228 *Business Management in Industrial Education*
The function of business administration and management in teaching and supervision of shop work. Departmental and room planning; building standards and utilization; selection, care, and arrangement of supplies and equipment; budgets and records; purchasing and inventory control; evaluation procedures.
Sem. I, II Credit: 2
Chinnock

Education 234 *Activity Analysis*
Prerequisite: Sophomore standing
Development of an orderly procedure for the identification of instructional units and projects to be used for teaching purposes. Planning of outlines for writing instruction sheets and teaching of each unit.
Sem. I, II Credit: 2
Rudiger

Education 235 *Trade Analysis*
For vocational majors. May be substituted for Education 234 in the curriculum. Techniques of analyzing occupations into instructional units for vocational teaching.
Rudiger Credit: 2

Education 236 *Course Development*
Prerequisite: Education 234
Planning, organizing, and building courses of study. Content derived from activity analysis. Aims, reference materials, suggested projects, teaching methods, instructional aids and evaluation.
Sem. I, II Credit: 2
Rudiger

Education 305 *Methods of Teaching Industrial Arts*
Prerequisites: Education 234 and 303
Study of teaching methods in use in unit and general shop classes. Instruction planning, methods of organization and management, instruction aids, professional ethics. Directed observation of representative school shops.
Sem. I, II Credit: 2
Chinnock

Education 403 *Workshop in Trade and Industrial Education*
Prerequisite: Limited to experienced qualified teachers and consent of instructor
For teachers, coordinators, and local supervisors. Work suited to specific needs of each individual. Supplements required certification courses but cannot be substituted for them.
SS Credit: 2 to 4
Staff

Education 407 *Teaching Trade and Industrial Subjects*
Recognized principles and methods of teaching applied to typical shop and/or related subjects found in schools of vocational and adult education.
SS Credit: 2
Staff

Education 408b *Student Teaching Industrial Education*
Prerequisite: Education 234 and Junior standing
Prerequisite or parallel: Education 305
Directed observation and supervised teaching on selected junior and senior high school levels. Teaching experience acquired in on-campus industrial arts shops organized on the unit, unit general, or general shop basis. Group conferences held regularly on problems concerned with student teaching.
Sem. I, II Credit: 2
Chinnock

Education 408c *Student Teaching (Industrial Education)*
(For those entering on or after September 8, 1953)
Directed teaching in selected off-campus schools, in unit, unit general, or general shops. Taken concurrently with related subjects during the student teaching block in senior year.
Quarter I, II, III, IV Credit: 8
Chinnock

Education 423 *Safety Education*
Highway, home, industrial, farm, school, and recreational safety. Promotion of a safety program, its content, methods, and materials of instruction.
Sem. I, II Credit: 2
Kranzusch

Education 443 *Problems in Teaching Trade and Industrial Subjects*
Individual work following approved practice in the development of instructional material for vocational teaching.
SS Credit: 2
Staff

Education 448 *Driver Education*
Teaching methods in driver training. Teaching a trainee to drive, to pass written and road tests, and to secure driver's license; research problem or construction of test apparatus. Driver Training certification by A.A.A. and State Department of Public Instruction on completion of course.
Sem. I, II Credit: 2
Kranzusch

Education 452 *Driver Education (Advanced Course)*
Prerequisites: Education 448 and Driver Education Certificate or its equivalent.
Program details in driver education in our nation's schools. State laws, school laws and regulations, teaching requirements, technique for improving practice driving instruction, and a survey of research studies; improving teaching methods through evaluation and analysis, use of diagnostic tests and materials. Cooperation with state and other organizations in the presentation of instructional materials.
SS Credit: 2
A.A.A. Consultants and others

Education 463 *Workshop in Industrial Arts Education*
Prerequisite: Teaching experience
For teachers who have identified teaching problems on which they wish to do further planning, project design and development, preparation of instructional materials, management aids, evaluation procedures.
SS Credit: 2
Chinnock and others

Education 470 *Conference Leading I*
Prerequisite: Education 305 or equivalent
Study of teaching. Study and practice of the principles and techniques of conference leading as an instructional device in vocational education.
SS Credit: 2
Staff

Education 471 *Conference Leading II*
Prerequisites: Education 470 or equivalent and consent of instructor
Review of techniques. Demonstration and practice conferences.
SS Credit: 2
Staff

Education 475 *Interviewing Techniques*
The interview as a tool in interpersonal relationships. Principles of interviewing; how to interview; pooling measurement information for diagnostic treatment; writing and interpreting case studies.
SS Credit: 2
Staff

Education 480 *Theory and Organization of General Shop*
Prerequisite: Senior standing
Industrial education in general and vocational education. Philosophy and types of general shops; purpose and progress classifications of pupils; selection and organization of instructional materials; shop layout and equipment; personnel organization.
Sem. I, II Credit: 2
Chinnock, Swanson

Education 491 *Workshop in Occupational Information and Guidance*
Prerequisites: Senior standing and teaching experience
For counselors and teachers who have or expect to have counseling or guidance responsibility to assist in developing their guidance program. Topics to be taken up will be: working definitions of individual pupil cumulative records; counseling, including simple interview and techniques; and the setting up of a guidance program.
SS Credit: 2
Staff

Industrial Education 506 *Problems of Supervision*
Prerequisite: Education 502
Interpretation and application of basic principles of supervision. Individual project: selection, analysis, interpretation, and application of plans for a selected supervisory activity. Application of scientific methods for solving supervisory problems.
Staff Credit: 2

Industrial Education 510 *Problems in Industrial Education*
Prerequisite: Education 501
Applied research. Interpretation and application of research procedures, use of scientific methods for thesis problem, and orientation of student in terms of selected thesis.
Sem. I, II Credit: 2
Wigen

Industrial Education 526 *Administration*
Philosophy and principles underlying organization and operation of public education on the local, state, and national levels in the United States. Examination of prevailing practices and current problems of school management.
Sem. II, SS Credit: 2
Wall

Education 568 *Curriculum Procedures II (Trade and Job Analysis)*
Not available to persons who have had Education 468 or Education 234. Study of systems of analysis of occupations for instructional purposes and for personnel work. Jobs, operations, information topics, blocking, custom trades, service trades, checking levels, progression factors defined. Project in development of complete analysis of an occupation for instructional use.
Sem. II Credit: 2
Fryklund, Jarvis

PSYCHOLOGY, EDUCATION, AND LIBERAL ARTS

PSYCHOLOGY

Education 123 *General Psychology*
Scientific vs. unscientific approaches in understanding behavior. Efficient study methods, individual differences, motivation, emotions, personality development, thinking, and psychological problems of college, community, and vocational life.
Sem. I, II Credit: 3
Salyer

Education 303 *Educational Psychology*
Prerequisite: Education 123
Child and adolescent development; learning and its guidance, the individual student, and the implications of interests and attitudes.
Sem. I, II Credit: 2
Oetting

Education 350 *Adolescent Psychology*
Prerequisite: Education 123
The physical, emotional, social, moral, and intellectual development of secondary school youth.
Sem. I, II Credit: 2
Oetting

Education 352 *Child Psychology*
Prerequisite: Education 123
Interpretation and control of the psychological development of children. Emphasis placed on age groups spanning the nursery school and the pre-pubescent child; methods for scientific measurement and understanding of child-behavior.
Sem. I Credit: 2
Salyer

Education 449 *Psychology of Counseling and Guidance*
Prerequisite: Psychology 123 or equivalent
Educational and personal counseling. Predicting and controlling behavior of self and others, precise methods of trait measurement, and modern procedures for capitalizing upon potentialities; supervised practice in counseling.
SS Credit: 2
Oetting

Education 513 *Personality and Mental Health*
The nature of personality and the conditions which make for its wholesome development, its maintenance and integration. Personality inventories and scales used for self-analysis.
Sem. I, II Credit: 2
Oetting

Education 514 *Vocational Psychology*
Application of psychological techniques to industry with emphasis on employee testing, training, scientific management, efficiency, merit ratings, promotion, safety, morale, and labor relations.
Salyer Credit: 2

Education 555 *Psychology of Learning*
The nature and conditions of learning evidenced by laboratory research and supplemented by classroom observation. Findings applied to industrial, vocational, and home economics education.
Sem. I, II Credit: 2
Oetting

EDUCATION

Education 222 *Principles of Secondary Education*
Prerequisite: Education 123
The evolution, status, and trends of secondary education. Considers needs of our democratic society: a sound philosophy, organizational problems, curriculum development, and the responsibilities of the individual teacher, particularly in the practical arts.
Sem. I, II Credit: 2
Salyer

Education 360 *Audio-Visual Education*
Prerequisite: Junior standing
Methods of using audio-visual aids effectively in teaching. Experience in operating projection equipment, construction of training aids, initiating and operating an audio-visual program; practice in planning and presenting a lesson.
Sem. I, II, SS (1-2) Credit: 2
Barnard

Education 401 *Guidance*
An overview of the major fields of guidance: philosophy of guidance, understanding the individual, counseling, group guidance, supplementary services and evalution. Designed for the teacher, counselor, and administrator.
Sem. I, II Credit: 2
Iverson

Education 402 *Philosophy of Vocational and Adult Education*
The philosophy, historical development, principles and practices, and organization of public vocational and adult education in the nation, with special reference to the Wisconsin program.
Sem. I, II Credit: 2
Elliott

Education 439 *Production of Audio-Visual Materials*
Prerequisites: Industrial Education 205 and Education 360, or consent of instructor
Production of motion pictures, filmstrips, standard and miniature slides, mock-ups, models and graphic materials. Selection and organization of subject matter, preparation of scripts, and technical problems of production.
Barnard (0-10, 9 wks.) Credit: 2

Education 441 *Education Evaluation*
Prerequisite: Education 305 or 310
Various evaluative devices in terms of their use in measuring pupil attainment of course objectives. Characteristics and limitations of different types of tests and test questions; the interpretation of test scores and grades by means of simple statistical procedures; methods of grading manipulative work and assigning final grades.
Sem. I, II Credit: 2
Rudiger

Education 472 *Coordination*
Principles of coordination in vocational education for apprenticeship training, distributive education, trades and industries, and diversified occupations. Work-experience program in general education.
Sem. I, II, SS Credit: 2
Wall

Education 490 *Workshop in Tests and Measurements in Counseling*
Prerequisite: Teaching experience
Selection, use, and interpretation of tests for teachers and counselors. Types of tests such as interest, achievement, aptitude, and personal inventories are studied and sample applications made.
SS Credit: 2
Staff

Education 491 *Occupational and Educational Information*
Prerequisite: Education 401
This course is designed to help administrators, counselors, and teachers to inform students about occupational and educational opportunities. Typical topics include evaluation of basic information sources, occupational requirements, occupational trends, use of local community information, and uses for occupational information.
SS Credit: 2
Salyer

Education 492 *Administration of Vocational and Adult Education*
A survey and analysis of problems in the administration of a vocational and adult school, including legal, policy making, staff personnel, student personnel, curriculum, evaluation, public relations, physical plant, and business management.
SS Credit: 2
Staff

Education 500 *Philosophy of Modern Education*
A comparative study of the main schools of educational philosophy and of their influence in contemporary education thought and practice; points of agreement and of conflict.
Price Credit: 2

Education 501 *Research Procedures*
Basic principles of educational research. A study of the selection of a problem, survey of the literature, types of educational research, planning the study, organization and interpretation of data, and preparation of the research report.
Sem. I, II, SS Credit: 2
Wall

Education 502 *Principles of Supervision*
Basic principles, types, functions, organization, and plan of supervision. Interpretation and application of creative supervision plans; individual and class projects concerned with applied methods of supervision in selected educational areas.
Sem. I, II Credit: 2
Wigen

Education 524 *Social Maladjustments*
Non-adjustive tendencies of social groups, their social and educational implications. Techniques of readjustment.
Sem. II Credit: 2
Parmer

Education 531 *Problems in Guidance*
Prerequisite: Education 401
Identification and analysis of field problems in personnel services. Selection of materials, development of methods, and preparation of instruments in term report on problem of the student's choice.
Sem. I, II Credit: 2
Iverson

Industrial Education 533 *Survey Procedures*
Techniques and methods of conducting community occupational surveys. Analysis of published community occupational survey reports; purpose, content organization, personnel budget, forms, promotion, and evaluation.
Sem. I, II, SS Credit: 2
Wall

Industrial Education 537 *Curriculum Procedures III (Course Development)*
Prerequisite: Education 568 or consent of instructor
Principles of course development are reviewed. Basic divisions of course development covered through preparation of a selected course.
Sem. I, II, SS Credit: 2
Wall

Industrial Education 560 *Problems in Audio-Visual Education*
Prerequisite: Education 360
Each student selects a problem on the basis of needs, interests, and previous experience. Project in written form.
Sem. I, II, SS Credit: 2
Barnard

Education 561 *Educational Statistics*
Methods of collecting, recording, evaluating, and interpreting educational data.
Sem. I, II Credit: 2
Swanson

Education 570 *Thesis (Plan A)*
Prerequisites: Industrial Education 510 or Home Economics 510
Independent research on thesis under direction of investigation adviser. Selection of problem, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours credit, for a final total of six.
Sem. I, II, SS Total Credit: 6
Staff

For Education courses in Home Economics, see pages 84-87.
For Education courses in Industrial Education, see pages 100-104.

ENGLISH

English 102a *English Composition*
Designed to increase competence in grammatical analysis and correctness, punctuation, mechanics, and the logical organization of material.
Sem. I, II Credit: 3
Callahan, Fleming, Hain, Nelson

English 102b *English Composition*
Continuation of English 102a. Designed to increase effectiveness in writing, through study of vocabulary, variety of sentence structure, and varying modes of presentation of material.
Sem. II Credit: 3
Callahan, Fleming, Hain, Nelson

English 216 *English Literature*
Prerequisite: English 102b
A study of representative English authors. Relates literature to the people who produced it and explores literature as an expression of life.
Sem. I, II Credit: 2
Callahan

English 306 *Journalism*
Prerequisite: English 102b
Theory and practice of news gathering and reporting, journalistic style, copy and proof reading. Discriminative newspaper reading; the history of journalism, libel.
Sem. I Credit: 2
Fleming

English 346 *Expository Writing*
Prerequisite: English 102b
Theory and practice of exposition. Requirements include writing two investigative papers, one in field of student's choice, one in field of education.
Sem. I, II, SS Credit: 3
Callahan, Nelson

English 348 *American Literature*
Prerequisite: English 102b
A study of representative American authors, with emphasis on their enduring literary values and their relationship to their own times and to the present time.
Sem. I, II Credit: 2
Nelson

English 402 *Fiction*
Prerequisite: English 216 or English 348
A study of the novel primarily as it interprets life in the eighteenth, nineteenth, and twentieth centuries in both England and America.
Nelson Credit: 2

English 404 *Poetry*
Prerequisite: English 216 or English 348
Representative American and English poets of the late nineteenth and twentieth centuries.
Callahan Credit: 2

English 406 *Drama*
Prerequisite: English 216 or English 348
Representative plays of Shakespeare. Critical reading of four plays and class discussion of six plays.
Callahan, Hain, Nelson Credit: 2

English 410 *Writing and Selling Feature Articles*
Prerequisite: English 102b
Practice in techniques of writing and selling feature articles for appropriate markets. Students required to submit articles for potential publication.
Sem. II Credit: 2
Fleming

English 420 *New Techniques in Reading and Composition*
A study and analysis of new approaches to the communications skills: reading, writing, listening. A survey and analysis of books and magazine articles concerned with new techniques and philosophies. Group discussions and reports.
Hain Credit: 2 or 3

MATHEMATICS

Mathematics 209 *College Algebra*
Fundamental operations and problems in college algebra, including special work in logarithms and the slide rule.
Sem. I, II Credit: 4
Rich, Harbour, Reneson

Mathematics 213 *Trigonometry*
Prerequisite: Mathematics 209
Introduction to the elements of trigonometry and the solution of the right and the oblique triangle. Slide rule and logarithmic calculations in solving practical problems. One field problem in the use of the sextant or the transit.
Sem. I, II Credit: 3
Rich, Harbour, Reneson

Mathematics 216 *College Geometry*
Prerequisite: Mathematics 213
Classical and constructive treatment of selected material to provide experience in giving independent demonstrations. Two and three dimensional figures, linkage instruments, spherical geometry.
Qr. I, alternate years Credit: 2
Rich, Harbour, Reneson

Mathematics 220 *Spherical Trigonometry*
Prerequisite: Mathematics 216
The solution of the spherical triangle and its application to navigation.
Qr. I, alternate years Credit: 2
Rich, Harbour, Reneson

Mathematics 314 *Analytical Geometry*
Prerequisite: Mathematics 213
Algebraic treatment of geometry. A graphical analysis of the straight line, the circle, and conic sections in general.
Qr. II Credit: 2
Rich, Harbour

Mathematics 315 *Calculus*
Prerequisite: Mathematics 314
Differential and integral calculus with practical applications.
Sem. II Credit: 4
Rich, Harbour

MUSIC

(A total of four semester hours credit may be earned in Music courses and organizations. Not more than one credit hour per semester may be earned in performing organizations.)

Music 134 *Rudiments of Music*
An integrated survey course in the fundamentals of musicianship. Solfeggio, practical harmony, history, notation, conducting, arranging, basic principles of music education, acoustics, appreciation and aesthetics.
Hardt Credit: 1

Music 165 *Glee Club*
Testing and classification of voices, basic principles of good choral technic. Provides the training necessary for membership in the College Choir and the Symphonic Singers.
Hardt Credit: 0

Music 166 *Marching Band*
Prerequisite: Satisfactory high school record in instrumental music
Fundamentals of marching and playing. Performance at all parades and football games. Students may substitute one credit (4 quarters) of Marching Band for one year (4 quarters) of Physical Education
Hardt Credit: 1 per year

Music 168a *Voice Class*
Prerequisite: Music 165 or equivalent
Study of voice production, principles of singing and song materials.
Hardt Credit: 0

Music 168b *Class Instruction in Band and Orchestra Instruments*
Prerequisite: Music 166 or equivalent
A practical course in problems relating to embouchre, tone production, mechanics of the instrument, fingering and tonguing technic and musicianship.
Hardt Credit: 0

Music 234 *Advanced Topics of Music*
Prerequisites: Music 134 and membership in Symphonic Singers
A continuation of Music 134, with considerable freedom of specialization according to individual needs, interests and ability.
Hardt Credit: 1

Music 265 *College Choir*
Membership by audition only
Advanced choral technics, reading and analysis of choral music of all types and periods. Concert and radio appearances.
Hardt Credit: 1 per year

Music 266 *Concert Band*
Prerequisite: Music 166 or special audition
Fundamentals of musical expression, tone production and quality, and special problems of technic. Formal concerts and radio broadcasting.
Hardt Credit: 1 per year

Music 267 *The Symphonic Singers*
Prerequisite: Music 265 or 266 (Membership by audition only)
A combined choral and instrumental concert group of 65 voices and 35 instruments, representing the very best that Stout has to offer in applied music. Formal concerts, radio broadcasts and an annual Spring Tour.
Hardt Credit: 1 per year

Music 268 *Solo and Ensemble*
Prerequisite: Music 267 and approval of director
Coaching of advanced performers, both vocal and instrumental, for public performance and radio work.
Hardt Credit: 1 per year

Music 290 *Public School Music*
Prerequisites: Music 234 and membership in Symphonic Singers
The fundamentals of public school music, with special emphasis on the methods, materials and administration of music in the elementary and secondary school.
Hardt Credit: 1

PHYSICAL EDUCATION AND COACHING

Physical Education 101 *Personal Health (Men)*
Personal and general hygiene for the improvement of living. Considers health in terms of life values. First Aid and ways for improvement of health.
Sem. I, II Credit: 1
Johnson

Physical Education 127 *Physical Education I (Men)*
Wide range of floor work and competitive games. Seasonal work in athletics. Physical efficiency tests to determine individual improvement. Life saving tests and instructor's certification to qualified individuals who desire Red Cross certificates. One year of physical education is required and should be taken during freshman year.
Sem. I, II (0-2) Credit: 0
Johnson, Wink

Physical Education 128 *Physical Education I (Women)*
Four quarters of physical education are required for all freshman women. Two of these must be body building and swimming. Two other activities may be selected for the remaining two quarters from the following: field hockey, soccer, tennis, golf, archery, basketball, volleyball, rhythm, softball, badminton, life saving.
Sem. I, II (0-2) Credit: 0
Antrim, Erdlitz

Physical Education 228 *Physical Education II (Women)*
Four quarters of physical education are required of all sophomore women, one of which must be swimming. Each woman is urged to select one individual sport to be used as a hobby during the junior and senior years and one team sport to develop a cooperative spirit. Electives for sophomore year are field hockey, soccer, tennis, archery, basketball, volleyball, softball, badminton, rhythm, life saving.
Sem. I, II Credit: 0
Antrim, Erdlitz

Physical Education 263 *Basketball Coaching (Men)*
Prerequisite: Physical Education 127 (9 weeks)
Methods of teaching and coaching basketball. Specific techniques analyzed. Definite plan of offense and defense presented.
Qr. I, IV, SS Credit: 2
Johnson

Physical Education 265 *Football Coaching (Men)*
Prerequisite: Physical Education 127 (9 weeks)
Methods of teaching and coaching football. Specific techniques analyzed. Definite plan of offense and defense presented.
Qr. II, III, SS Credit: 2
Wink

Physical Education 381 *The Organization and Administration of Physical Education*

Prerequisite: Physical Education 127 (one semester)

Administration of physical education in the junior and senior high schools. The regular physical education classes, athletic programs, and intramural sports. Class schedules, program objectives, equipment, policies, and other organizational and administrative procedures.

SS Credit: 2

Johnson

Physical Education 382 *Activities of Physical Education*

Prerequisite: Physical Education 127 (one semester)

The selection and adaptation of physical education activities on the junior and senior high school level. The capacities, attitudes, and needs of students as they are related to physical education. Criteria for the scientific evaluation of activities and their application in the organization of an activity program.

SS Credit: 2

Johnson

Intramural Athletics (Men)

A complete program of all seasonal sports consisting of an "Athletics for All" aim.

Recreational Sports (Women)

The Women's Recreational Association sponsors various sports which promote interest and enthusiasm in recreational activities with intramural competition. An opportunity is created for every girl in school to participate in various recreational activities, and in "play for play's sake." Organized tournaments are conducted during the year in volleyball, badminton, deck tennis, basketball, bowling, tennis, and softball. Unorganized points may be earned in hiking, skating, bicycling, archery, golf, and swimming.

SCIENCE

Science 125 *General Chemistry*

Basic principles of inorganic chemistry and their application to industry and the home. Also, aspects of organic chemistry related to the student's major field. *For Home Economics majors,* an introduction to the chemistry of food, textiles and other organic substances. *For Industrial Education majors,* an introduction to the chemistry of fuels and other substances related to industry.

Sem. I, II (2-6) Credit: 5

Nitz, Cox

Science 206 *General Bacteriology*

Structure and physiology of yeasts, molds, and bacteria. Growth requirements; methods used in culture and identification; introductory studies in bacterial analysis of water and milk; other problems in sanitation; food bacteriology.

Sem. I, II (1-4) Credit: 3

Marshall

Science 208 *Organic Chemistry*

Prerequisite: Science 125

The chemistry of carbon compounds. Fundamental principles of structure, classification and behavior of fats, carbohydrates, proteins, soap, fuels and lubricants, plastics, textiles, dyes, drugs and vitamins.

Sem. II (2-4) Credit: 4

Cox, Nitz

Science 214 *Physiology and Anatomy*

Man's place in the biological world; human anatomy based on dissection of the cat and other laboratory material; fundamental physiological processes of all the organ systems; embryological development and inheritance of man.

Sem. I, II (2-6) Credit: 5

Marshall, Arneson

Science 316 *Zoology*

The animal kingdom and its importance to human welfare. The fundamental structures that determine an animal's mode of life; origin, development, distribution and interrelationships of animals.

Marshall (1-4) Credit: 3

Science 322 *Biochemistry*

Prerequisites: Science 208 and Science 214

Chemistry and metabolism of carbohydrates, fats and proteins. Analysis of blood, urine and other biological materials; nutritional significance of minerals, vitamins, enzymes and hormones.

Sem. I (1-4) Credit: 3

Cox

Science 362 *Advanced Physiology*

Prerequisites: Science 214 and Science 125

Physiological processes of digestion, respiration, metabolism, excretion, circulation and muscle action. Histological and quantitative studies of blood; experiments on frog and turtle hearts and nerve and muscle preparations. Respiratory, nerve, circulatory and muscle experiments on the human body.

Sem. II (1-4) Credit: 3

Arneson

Science 421 *Physics I*
Prerequisite: Mathematics 213
General laws of physics in the fields of electricity, mechanics and heat. Laboratory problems and demonstrations with practical applications to industry and the home.
Sem. I, II (3-4) Credit: 5
Rich, Harbour

Science 422 *Applications of Bacteriology*
Not open to students who have had Bacteriology 206, but may be substituted for that requirement
Application of bacteriology to food preservation and community health. Relation of bacteria to the home and institutions.
Sem. I, II (1-4) Credit: 3
Marshall

Science 423 *Physics II*
Prerequisite: Mathematics 213
General laws of physics in the fields of sound and light. Vision, lighting standards, lenses, optical instruments, polarization, and fluorescence.
Sem. I, II (2-2) Credit: 3
Rich, Harbour

Science 425 *Physics III*
Prerequisite: Science 421
Theory of strength of materials. Problems involving materials of construction in machine and building trades; standard and special tests.
Sem. I, II (2-2) Credit: 3
Reneson

Science 427 *Physics IV, Electronics*
Prerequisite: Science 421
An introduction to the study of electron tubes at work. Electronic devices used in industry for the control of machines.
Sem. I (2-2) Credit: 3
Rich

Science 432 *Heredity and Eugenics*
The essential principles of genetics and eugenics and their application to the human family. Physical, physiological and mental traits in man; positive and negative eugenics and euthenics.
Sem. I Credit: 2 or 3
Arneson

Science 442 *Community Hygiene*
Disease prevention through education, sanitation, isolation and immunization. Public health programs and operation of federal and state laws.
Sem. I, II Credit: 2 or 3
Marshall

Science 445 *Chemistry of Materials*
Prerequisite: Science 125
Composition, properties and uses of common industrial and engineering materials: fuels and lubricants, iron and steel, non-ferrous metals and alloys, cement, paints and varnishes, synthetic rubber, and plastics.
Sem. II (2-2) Credit: 3
Nitz

SOCIAL SCIENCE

Social Science 200 *Human Relations*
An integrated study in historical perspective of major cultural and social processes of American society. General social science, using data of anthropology, economics, political science, social psychology and sociology.
Sem. I, II Credit: 3
Parmer

Social Science 201 *General Economics*
Prerequisite: Social Science 200
Principles and problems of production, exchange, distribution, and consumption.
Sem. I, II Credit: 2
Agnew

Social Science 301 *Economic History of the United States*
Prerequisite: Social Science 201
The economic evolution of the United States since colonial times. The development of economic problems and the foundations of modern industry.
Agnew Credit: 3

Social Science 309 *General Sociology*
Prerequisites: Social Science 200
Study of social heritage in terms of structures and functions of the group. Social origins of behavior patterns and modern world perspective.
Sem. I, II Credit: 2
Parmer

Social Science 311 *Government*
Prerequisite: Social Science 200
Functional study of American governmental units. Political principles, processes, and problems; comparative study of selected major foreign governments.
Sem. I, II Credit: 2
Price

Social Science 326 *Marriage and the Family*
A socio-psychological study of the family designed to aid the unmarried as well as the married student. Consideration of major personal and social issues confronting the family today.
Sem. I, II Credit: 2
Parmer

Social Science 407 *History of the Americas*
Prerequisite: Social Science 200 or consent of instructor
History of the United States of America, broadened to include parallel developments in Latin America and Canada.
Sem. I, II Credit: 3
Agnew

Social Science 409 *Recent History of the United States*
American history in the twentieth century. Study of recent world problems in which the United States has played a part.
SS Credit: 2
Agnew

Social Science 410 *Modern World*
Prerequisite: Social Science 200 or consent of instructor
Modern trends in terms of historical backgrounds, providing a frame of reference for interpreting the contemporary world; United Nations.
Sem. I, II Credit: 3
Agnew

Social Science 411 *Problems of American Society*
Prerequisite: Seven hours of social science or consent of instructor
Analysis, interpretation, and synthesis of sociological phenomena with purposive solutions to attain a social philosophy of life.
Sem. II Credit: 2
Parmer

Social Science 414 *Labor Problems*
Prerequisite: Social Science 309
Study of the problems of the worker in modern industry. Backgrounds of labor movements, current union organization and practice, the foreman, labor and management relations, collective bargaining, wages, hours, political activity, and government and labor relations.
Sem. I, alternate years Credit: 3
Agnew

Social Science 417 *American Politics*
Prerequisite: Social Science 311
Analysis of modern political parties. Nominating methods, campaigns, elections, practical politics in legislative bodies, and machines and bosses.
Sem. I, alternate years Credit: 2
Agnew

Industrial Education 520 *Labor and Industrial Relations*
Human relations in industry from the viewpoints of labor, management, and the government.
Agnew and others Credit: 2

SPEECH

Speech 106 *Oral Communication*
Effective oral communication through the study of a philosophy of speech, speaker-listener relations, organization of ideas, use of bodily action, use of voice, and development of confidence and poise.
Sem. I, II Credit: 2
Hain, Zieman

Speech 223 *Essentials of Public Speaking*
Prerequisite: Speech 106
The techniques of speaking in effecting the understanding, belief, and action of audiences. Principles and methods of oral composition, structure, arrangement, style, delivery, and psychology of the audience.
Sem. I, II Credit: 2
Hain, Ziemann

Speech 320 *Advanced Speech Activities*
Prerequisite: Speech 106
Individual and group speech activities. Techniques of analysis, interpretation, and delivery of oral readings. Preparation and presentation of radio programs.
Sem. II Credit: 2
Ziemann

Speech 322 *Techniques of Group Leadership*
Prerequisite: Speech 106
A study of the principles and methods of the symposium, panel forum, lecture forum, round-table, and other types of discussion, and their application in the discussion of contemporary problems. Principles and practice in the use of parliamentary law.
Sem. I, II Credit: 2
Ziemann

Speech 444 *Play Production*
Prerequisite: Speech 106
Techniques of directing and staging plays. Directing techniques in selecting, analyzing, casting, and rehearsing the play; stagecraft problems in designing the set, building the scenery, painting scenery, lighting the set, make-up, costuming, properties, and sound effects.
Sem. I, II Credit: 2
Ziemann

Graduate Program

The graduate program at The Stout Institute is established to meet the present-day needs of teachers and administrators of Home Economics Education and Industrial Education. The graduate curriculum is planned so that prospective teachers and administrators may earn the degree of Master of Science with a major in Industrial Education, Home Economics Education, Home Economics, or Vocational Education. The teacher certification laws, the trade experience, the educational preparation, and professional objectives determine the type of graduate program essential to meet those specialized needs.

OBJECTIVES

The objectives of the graduate curriculum are:

1. Extension of the broad general culture of teachers.
2. Preparation in research procedures in home economics and industrial education.
3. Continued study of specific competency in one of the major fields; Home Economics, Industrial Education, or Vocational Education.
4. Attainment of advanced skills in professional techniques or exploring new techniques.
5. Opportunity for concentrated study of the more strictly professional phases of teaching for those whose undergraduate study did not make adequate provisions.
6. Provisions for the development of desirable personaal and social qualities of teachers.

ADMISSION

Admission requirements for the graduate program of The Stout Institute are as follows:

General Requirements

Students may enroll for graduate courses who meet the following requirements: (a) — Received the Bachelor's Degree from The Stout Institute, or an accredited college or university. (b) — Graduated with a 1.5 point average ("C" plus) in undergraduate course work.

Special Requirements

Home Economics and Home Economics Education Majors — (a) a baccalaureate degree in Home Economics or Home Economics Education from an accredited college or university whose requirements for such a degree are substantially the same as those of The Stout Institute. (b) Adequate preparation (pre-requisite courses) to enroll in graduate courses in the chosen field.

Industrial Education Major — Undergraduate credits required: Technical shop and drafting courses, 42 semester hours; Education courses including general psychology, 26 semester hours. A variation of 6 semester hours is permitted in each field, provided the total is 68 semester hours.

Vocational Major — Certified vocational teachers with a bachelor's degree in the fields of agriculture, commerce, engineering, industrial education and home economics education who possess 42 technical hours in their specialized fields, and 26 semester hours in education including general psychology may be admitted to graduate work for a vocational major. A variation of 6 semester hours in technical or education fields is permitted, provided the total is 68 semester hours. Students are required to secure statements of certification as vocational teachers from their respective State Vocational Directors.

APPLICATION

Those applying for admission to graduate studies should fill out the application form located in the back of this bulletin. Send applications forms to the Director of Graduate Studies, The Stout Institute, Menomonie, Wisconsin. Applications for admission must be complete and accurate. Failure to include requested information or misrepresentation may be basis for denying the applicant admission. Late registration is discouraged. All students are expected to register on general registration days.

ADMISSION TO CANDIDACY

1. Admission to the graduate studies proram does not of itself imply "admission to candidacy" for the master's degree. Admission to candidacy is determined only after the student has successfully completed not less than 12 semester hours of graduate work at The Stout Institute.
2. A student desiring to be admitted to candidacy for a master's degree must make application with the Director of Graduate Studies at least one month prior to the opening of the semester in which the degree is sought.
3. The student must meet all special admission requirements, including the qualifying examination, for the major fields (Home Economics, Home Economics Education, Industrial Education, and the Vocational major).

TRANSCRIPT OF CREDITS

Students from colleges other than The Stout Institute must have their transcripts sent to the Registrar not less than one month prior to the opening of school. Important consideration of the graduate committee in granting approval on applications will be that the student have a grade point average of 1.5 as an undergraduate.

Evidence of satisfactory experience is desirable. Students whose admission status has not been clearly established may be accepted on probation.

TRANSFER OF CREDITS

Graduate credit from other institutions is limited to six semester hours. This credit must be recorded as graduate credit on an oroginal transcript. These credits must apply to the student's sequence of courses at Stout. (Consult Director of Graduate Studies.)

SENIORS (SPLIT PROGRAM)

Qualified seniors who do not require full time to complete their undergraduate work within the enrollment period of one semester or one summer session may enroll for graduate courses with the permission of the Dean of the undergraduate school and the Director of Graduate Studies. This permission must be obtained prior to registration; credit earned prior to this will not be accepted as graduate credit. The limit of the total hours carried should not exceed that set as the normal load.Full residence will not be granted for the period in which such work is taken.

GRADUATE TUITION AND FEES

Tuition for non-residents of Wisconsin per semester	$25.00
Legislative fee	12.00
Graduate course fee per semester hour credit	3.00
Library fee	5.00
Health service fee	2.50
Activities fee	11.50
Special examination fee	2.00
Diploma fee	5.00
Thesis binding fee, each	2.00

Any expense incurred by graduate students during the conduct of research problems, such as printing of questionnaires, maps, charts, postage, typing or reports, etc., is the responsibility of the student and must be supplied and paid for by the student. Bound copies of theses will be sent to the writer via postage collect.

All graduate students under Plan A are required to submit for correction one typewritten copy of the rough draft of a thesis or investigation, four typewritten copies of the final thesis.

Students Taking Both Graduate and Undergraduate Courses (Split Program)

Tuition for non-residents of Wisconsin per semester	$25.00
Legislative fee	12.00
Graduate course fee per semester hours credit	3.00
Library feee	5.00
Undergraduate general fee	30.00
Health service fee	2.50

Special examination fee	2.00
Activities fee	11.50
Diploma fee	5.00

GENERAL REQUIREMENTS FOR GRADUATION

The graduate requirements for the Master of Science Degree with a major in Industrial Education, Home Economics Education, Home Economics, or Vocational Education are as follows:

1. Completion of 30 semester hours in one of the fields — Industrial Education; Home Economics Education; Home Economics; or Vocational Education.

Industrial Education
Major — Industrial Education — 20 semester hours
Minor — Education — Science — 10 semester hours

Home Economics Education
Major — Home Economics Education — 20 semester hours
Minor — 10 semester hours in Home Economics

Home Economics
Major — 20 semester hours in one of the following fields: Food and Nutrition; Clothing, Textiles and Related Art.
Minor — 10 semester hours selected from courses in the following fields: Home Economics Education; Food and Nutrition; Family Life; Clothing, Textiles, and Related Art; and related arts and sciences. Courses in the minor field should not be selected by the student from the major field sequence of courses.

Vocational Education
Major — Vocational Education — 20 semester hours in Industrial Education or Home Economics Education.
Minor — 10 semester hours in Education, Science, Social Science, Home Economics Education, or Home Economics.

2. Fifty percent of the semester hours' credit required for the Master's degree must be scheduled in graduate courses (500 series).

3. All senior college courses (300-400 series) must be approved on the basis of the individual's needs as indicated by present objectives and previous courses.

4. Not more than three seminars, six semester hours in problems in the technical shop fields, or six semester credits in workshops may be used for graduate credit.

5. Graduate courses required of all students: Education 501, Research Procedures; Education 561, Educational Statistics; and Industrial Education or Home Economics 510, Problems in Industrial Education or Home Economics Education.

6. Transferred graduate credit from other institutions is limited to six semester hours. This credit must be recorded as graduate credit on original transcript. These credits must apply to student's sequence of courses at Stout. (Consult Director of Graduate Studies.)

7. Requirements for the Master's degree must be completed within a six year period. Requests for extensions will be given consideration by the Graduate Committee.

8. Residence requirements are one academic year or five six-week summer sessions. The acceptance of six semester hours of graduate credit from another institution will reduce the residence requirement to four six-week summer sessions or three quarters (27 weeks) of the regular academic year.

9. The standard of work on the graduate level requires that the candidate for the master's degree must obtain a "B" average for 24 semester hours of course work for Plan A; or 30 semester hours for Plan B.

10. "Incompletes" are given in cases in which the absence incurred has been due to situations over which neither the student nor instructor has any control. However, the student must have a passing grade in the course at the time of withdrawal. In graduate work, incompletes are also given in cases in which completion of research requires more time than is available during the course. In such cases, the incomplete must be made up within three years following the end of the course.

11. Candidates for the Master of Science degree must write the Qualifying Examination. This examination is used by the graduate committee to evaluate the student's fitness to continue work on the graduate level. Students must complete six hours of graduate work before taking the examination. Notice will be posted informing students as to the time and place of the examinations.

12. The maximum load that may be taken by a graduate student is sixteen semester hours per semester. Full resident credit will be granted to graduate students carrying a minimum of twelve semester hours credit per semester during the regular academic year. During the six week summer session, the maximum is six, and the minimum is four semester hours.

THESIS AND INVESTIGATION REQUIREMENTS

General Instructions for Thesis — Plan A
And Investigations — Plan B

The graduate program at The Stout Institute provides opportunities for students to acquire preparation in the understanding, interpretation, and application of research procedures. All students are required to take the basic courses: Ed. 501 Research Procedures, Ed. 561 Educational Statistics, and I.E. 510 Problems in Industrial Education, or H.E. 510 Problems in Home Economics Education. Two plans are available for students to satisfy the research requirements. The two plans are as follows:

PLAN A — Thesis in major field involving original research prepared according to the approved form. Register for Ed. 570, Thesis, for 2, 4, or 6 semester hours for a total of 6 semester hours.

PLAN B — A written report is required in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content, and form. Enroll in a 500 series graduate course related to the selected problem for the written report.

The student, in conference with a major advisor, should select the plan that meets his professional needs and interests. In a series of conferences with advisers developing the plan for the thesis or investigation, certain considerations must be constantly recognized:

1. The study should be of significance in its field.
2. The study should be clearly limited.
3. The study should raise distinct questions.
4. The data for research must be available to the student conducting the study.
5. The problem should be within the field and ability of the student.

The problem must not be a mere compilation based on individual personal opinion. Where new combinations and new applications appear in the study, they should be based upon the expressed opinion of competent persons, or reliable objective data. Preparation of courses of study and curriculum plans derived from class techniques do not constitute acceptable theses but may be used for Plan B. Studies of this type, if used in Plan A, should involve survey, analysis, or evaluation procedures and should not be titled as courses of study.

INSTRUCTIONS FOR PLAN A

The general instructions for Plan A are as follows:

1. Consult the Director of Graduate Studies during your first enrollment period for the purpose of selecting your major faculty adviser.

2. Consult your major adviser to plan total graduate program, to discuss possible thesis problems, and to integrate the problem with your graduate program.

3. Consult your major adviser about the selection of a thesis adviser who directs the student's research.

4. Enroll for course Ed. 570, Thesis. The student may enroll for 2, 4, or 6 semester hours. There must be a total of six semester hours, however, when the Thesis is completed. Students should start on the Thesis not later than the third quarter during the regular session, or later than the third summer session.

5. Fill out three Preliminary Statement sheets when the Thesis adviser has accepted the plan for the study. Secure these statement sheets from the Director of Graduate Studies and return them to the Director when they have been properly filled out. When completed, the tentative statement sheets are distributed as follows:

a. One copy to the student.
b. One copy to the Director of Graduate Studies.
c. One copy to the Thesis adviser.

6. Secure the Form for Recording the Thesis in Progress from the Director of Graduate Studies. Fill out the form and return it to the Director promptly. This form is essential to protect the investigator's priority rights for the problem.

7. Secure the Form for Checking Preliminary Techniques and Devices for Theses from the Director of Graduate Studies. Check all techniques and devices to be used in the study. When all the techniques and devices have been prepared, secure the signature of the faculty member who is responsible for the various techniques and devices to be used in the study.

8. Secure a copy of the instructions for the English Outline from the Director of Graduate Studies. Prepare an English outline for your study.

9. Check the progress of your study with your Thesis adviser periodically.

10. Purchase a *Manual For Writers of Dissertations* by Kate L. Turabian from the Business Manager's office, The Stout Institute. Secure a *Format of the Investigation* for writing theses and specified course papers from the Director of Graduate Studies. In all cases of style that are not covered in the format issued by the Director of Graduate Studies, the student should follow the instructions in the manual by Turabian.

11. Secure a *Form for Checking the Thesis for Plan A*, from the Director of Graduate Studies. When the student has completed the first draft (rough draft) of the study, he should present it to each of the faculty checkers for their review and signatures. When the first draft of the study has been checked by the faculty members, the student should bring it to the Director of Graduate Studies for instructions for typing the final copy. Four (4) copies of the study should be typed if the student desires a personal copy. Home Economics students should have five (5) copies typed. When the final copy has been typed, the student should again secure the signatures of the faculty checkers on the *Form For Checking The Thesis*. This final check indicates that the thesis is acceptable and that the student is eligible for the final oral examination.

12. Secure *Thesis Abstract Form* from the Director of Graduate Studies. Fill out this form and return it to the Director of Graduate Studies prior to the oral examination.

13. When all of the final copies of the thesis have been checked, present them to the Director of Graduate Studies. Arrangements for the final oral examination may then be made.

14. Final Oral Examination—Clearance for the Final Oral Examination is dependent on the satisfactory completion of the following:

a. Student Credit Sheet

(1) Obtain copy from Director of Graduate Studies.

(2) Obtain signature of Registrar on this sheet, and

(3) Return to the office of the Director of Graduate Studies.

b. Completion and acceptance of *Thesis Abstract Form.*

c. The date and hour for the Final Oral Examination will then be set by the Director of Graduate Studies.

INSTRUCTIONS FOR PLAN B

(Revised, 1952)

The purpose of the revised Plan B is to permit graduate students an opportunity to secure additional course work with an emphasis on master teacher objectives. Students electing this plan must complete a total of 30 semester hours of course work, including the courses: Ed. 501 Research Procedures; IE 510 Problems in Industrial Education and Ed. 561 Educational Statistics if not included in undergraduate courses.

Plan B includes the preparation of a written report, in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content, and form. One typewritten copy must be presented to the instructor at least one week prior to the end of the course, or at such time as the instructor may designate. Written notice that the paper has been completed and is acceptable, signed by the instructor in charge of the course, must be filed in the graduate office. The typewritten report must be filed in the instructor's office.

GRADUATE OFFERINGS

The graduate program of The Stout Institute is organized in terms of the integrated five-year program and in terms of major and minor preparations in the field of Industrial Education, Home Economics Education, Home Economics, or Vocational Education.

The Integrated Five-Year Program: Leaders in teacher education have long recognized that five years are essential to prepare qualified teachers. There are many courses in teacher preparation that cannot be included in a four year program. A sheet called Basic Areas of Educational Preparation is used for the control of student-faculty cooperative planning in terms of a balanced program and professional objectives. Each graduate student will secure one of these sheets from the Director of Graduate Studies and select a major faculty adviser. The basic areas are philosophy of education, psychology, curriculum construction, research procedures, administration, supervision, special professional fields, instruction, social and economic competency, guidance, measurements and evaluation, and field service problems. Students should select courses in terms of undergraduate deficiencies, professional objectives, and major and minor fields.

INDUSTRIAL EDUCATION

Industrial Education Major — The requirements for the Master of Science degree with a major in Industrial Education are as follows:

Thirty semester hours are required with a distribution of credits as follows:

Twenty semester hours selected from the courses listed for Industrial Education major including one of the following plans:

Plan A — Thesis in major field involving original research prepared according to the approved form. Register for Ed. 570, Thesis, for 2, 4, or 6 semester hours, for a total of 6 semester hours.

Plan B — A written report is required in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content, and form. Enroll in a 500 series graduate course related to the selected problem for the written report.

Ten semester hours from the courses listed for the minor in Education, Science, and Social Science.

Industrial Education Courses — Major

			Sem. Hrs.
Ed	401	Guidance	2
Ed	402	Philosophy of Vocational and Adult Education	2
Ed	423	Safety Education	2
Sci	432	Heredity and Eugenics	2 or 3
Ed	439	Production of Audio-Visual Materials	2
IE	439	Applied Electronics	2
Ed	441	Education Evaluation	2
IE	461	Tool and Die Making	2
Ed	470	Conference Leading I	2
Ed	472	Coordination	2
Ed	475	Interviewing Techniques	2
Ed	480	Theory and Organization of General Shop	2
Ed	500	Philosophy of Modern Education	2
*Ed	501	Research Procedures	2
Ed	502	Principles of Supervision	2
IE	506	Problems in Supervision	2
*IE	510	Problems in Industrial Education	2
Ed	514	Vocational Psychology	2
IE	520	Labor and Industrial Relations	2
Ed	524	Social Maladjustment	2
IE	526	Administration	2

Ed	531	Problems in Guidance	2
IE	533	Survey Procedures	2
IE	537	Curriculum Procedures III (Course Development)	2
IE	557	Problems in Graphic Arts	2
IE	560	Problems in Audio-Visual Education	2
Ed	568	Curriculum Procedures II (Trade and Job Analysis)	2
Ed	570	Thesis	6

Courses from the Vocational major may be selected for the Industrial Education major.

*Required Course.

Education, Science, Social Science — Minor

			Sem. Hrs.
Ed	360	Audio-Visual Education	2
SS	407	History of the Americas	3
SS	409	Recent History of the United States	2
SS	410	Modern World	3
SS	411	Social Problems	2
SS	417	American Politics	2
Sci	427	Physics IV—Electronics	3
Sci	442	Community Hygiene	2 or 3
Ed	448	Driver Education	2
Ed	452	Driver Education (Advanced)	2
Ed	513	Personality and Mental Health	2
Ed	555	Psychology of Learning	2
*Ed	561	Educational Statistics	2

*Required Course.

VOCATIONAL EDUCATION

The requirements for the Master of Science Degree with a major in Vocational Education are as follows:

Candidates must meet the requirements of The Stout Institute for the Bachelor of Science degree with a major in Vocational Education. They also must be certified vocational teachers.

Thirty semester hours are required with a distribution of credits as follows:

Twenty semester hours selected from the courses listed for Vocational Education major, including one of the following plans:

Plan A—Thesis in major field involving original research. The research to be prepared according to the approved form. Register for Ed. 570 Thesis, for 2, 4, or 6 semester hours for a total of 6 semester hours.

Plan B—A written report is required in addition to or in conjunction with the regular course work in one of the 500 series graduate courses. The report must be acceptable to the instructor of the graduate course in terms of subject, content, and form. Enroll in a 500 series graduate course related to the selected problem for the written report. Ten semester hours from the courses listed for the minor in Education, Science, and Social Science.

Vocational Education Courses (Industrial Education Division) — Major

			Sem. Hrs.
Ed	303	Educational Psychology	2
Ed	401	Guidance	2
Ed	402	Philosophy of Vocational and Adult Education	2
Ed	403	Workshop in Trade and Industrial Education	2
Ed	407	Teaching Trade and Industrial Subjects	2
Ed	423	Safety Education	2
Ed	439	Production of Audio-Visual Materials	2
IE	439	Applied Electronics	2
Ed	441	Education Evaluation	2
Ed	443	Problems in Teaching Trade and Industrial Subjects	2
IE	461	Tool and Die Making	2
Ed	470	Conference Leading I	2
Ed	471	Conference Leading II	2
Ed	472	Coordination	2
Ed	475	Interviewing Techniques	2
Ed	490	Workshop in Tests and Measurements in Counseling	2
Ed	491	Workshop in Occupational Information and Guidance	2
Ed	492	Administration of Vocational and Adult Education	2
*Ed	501	Research Procedures	2
Ed	502	Principles of Supervision	2
IE	506	Problems in Supervision	2
*IE	510	Problems in Industrial Education	2
Ed	514	Vocational Psychology	2
Ed	524	Social Maladjustment	2
IE	526	Administration	2
Ed	531	Problems in Guidance	2
IE	533	Survey Procedures	2
IE	537	Curriculum Procedures III (Course Development)	2
IE	557	Problems in Graphic Arts	2
IE	560	Problems in Audio-Visual Education	2
Ed	568	Curriculum Procedures II (Job and Trade Analysis)	2
Ed	570	Thesis	6

*Required Course.

Vocational Teacher Classification

Certification Requirements—Wisconsin Vocational Teachers. The courses referred to as certification courses for Wisconsin Vocational Teachers are as follows:

For All

			Sem. Hrs.
Ed	402	Philosophy of Vocational and Adult Education	2
Ed	303	Educational Psychology	2

Ed	401	Guidance	2
		Elementary Economics	4
		Socio-Economics Electives	4
		For Industrial Education	
Ed	407	Teaching Trade and Industrial Subjects	2
Ed	443	Problems in Teaching Trade and Industrial Subjects	2
		For Home Economics	
Ed	413	Teaching Voc. and Ad. Homemaking	2
Ed	416	Problems in Teaching Voc. and Ad. Homemaking	2

(For detailed information, see Teacher Training Series Bulletins Wisconsin State Board of Vocational and Adult Education.)

Vocational Education (Home Economics Division) — Major

Candidates for the Vocational Major in Home Economics Education

must meet the requirements of The Stout Institute for the Bachelor of Science degree with a major in Vocational Education. They must also be certified vocational teachers. Courses may be selected from the Home Economics Education major or from the Home Economics major. The student should select courses in terms of professional needs with the assistance of the faculty adviser. Twenty semester hours are required in the major field and ten semester hours are required in the minor field. All students are required to include Plan A or Plan B in their graduate program.

HOME ECONOMICS

The graduate program leading to a Master of Science degree offers advanced students an opportunity to prepare for executive and administrative positions of leadership in the profession. Intensive and specialized courses are provided to enable students to prepare for selected professional objectives. Regardless of the major selected, the following general requirements must be met:

General Requirements

1. The candidate for the Master's Degree must select either Plan A or Plan B. For detailed information concerning these two plans, see Thesis and Investigation Requirements.
2. Plan A or Plan B papers must be completed and in the hands of the advisers ten days before the scheduling of an oral examination or the end of the semester. It is not feasible for advisers or faculty members to direct studies or to offer detailed guidance through correspondence on either Plan A or Plan B.
3. Special committee: The candidate for the degree of Master of Science in Home Economics must select two members of the faculty to serve as her special committee. These are selected with the approval of the Dean of the Division of Home Economics, who is a member of all graduate committees. The chairman of the committee must represent the field of concentration; the others may be chosen in a related field, depending upon the program selected by the candidate.

The committee members' consent to serve, together with the plan for graduate study, must be filed with the Dean of the Division of Home Economics and the Director of Graduate Studieson the proper blank as soon as possible after the initial registration for graduate studies.

Since admission to graduate status does not necessarily imply that the student is a candidate for an advanced degree, some students find it desirable to take courses without making the above plans. If such a student should decide to become a candidate for an advanced degree, credits will be evaluated by the Graduate Committee. All requirements must be met as outlined in the selected major.

A suggested list of courses appears in the curricula which follow. In addition, certain other courses in the 300 and 400 number series may be taken for graduate credit with the consent of the Dean of the Division of Home Economics.

HOME ECONOMICS EDUCATION

This program is directed primarily toward the extension of the professional training of home economics teachers. Graduate work in this area is becoming increasingly essential because of present-day demands for higher degrees. This program is sedigned also for those who wish to enter the fields of supervision, administration, or teacher education.

Home Economics Education Courses — Major

			Sem. Hrs.
Ed	401	Guidance	2
Ed	402	Philosophy of Vocational and Adult Education	2
Ed	415	Workshop in Vocational and Adult Homemaking	2
Ed	416	Problems in Teaching Vocational and Adult Homemaking	2
HE	425	Selection and Arrangement of Equip. for Home Ec. Labs.	3
HE	429	Family Centered Homemaking Program	2
Ed	436	Course Development	2
Ed	439	Production of Audio-Visual Materials	2
Ed	441	Education Evaluation	2
Ed	449	Psychology of Counseling and Guidance	2
Ed	451	Evaluation in Home Economics Education	2
Ed	462	Workshop for Homemaking Teachers	2 or 3
Ed	472	Coordination	2
HE	474	Teaching High School Food Classes in One Period	2
Ed	490	Workshop in Tests and Measurements in Counseling	2
Ed	500	Philosophy of Modern Education	2
*Ed	501	Research Procedures	2

Ed	502	Principles of Supervision	2
HE	506	Problems in Supervision	2
Ed	508	Curriculum Studies in Home Economics	2 to 4
*HE	510	Problems in Home Economics Education	2
Ed	513	Personality and Mental Health	2
Ed	520	Current Problems in Home Economics Education	2
HE	524	Supervision in Home Economics Teaching	3
Ed	524	Social Maladjustments	2
HE	526	Administration	2
Ed	531	Problems in Guidance	2
Ed	555	Psychology of Learning	2
*Ed	561	Educational Statistics	2
HE	561	Seminar in Home Economics Education	2
HE	562	Coordinator's Workshop	1
HE	563	Home Economics on Radio and TV	2 or 3
Ed	570	Thesis	6
		Related courses in arts and sciences	5

Minor: 10 semester hours of Home Economics courses to be selected from the 300-500 series.

*Required Course.

FOOD AND NUTRITION

This program is designed to increase the professional knowledge and competency of those engaged in the food and nutrition fields. Specialization in these areas may lead to advanced positions in teaching, institution management, dietetics, and nutrition work in schools, public health service, or social welfare organizations. Graduate work in food and nutrition also offers training for sutdents interested in preparing for positions in food demonstration, research, home service, and a wide range of home economics positions in business.

Food, Nutrition, Dietetics, and Institution Management Courses — Major

			Sem. Hrs.
HE	300	Applied Institution Management	3
HE	310	Nutrition and Dietetics	3
HE	328	Institution Administration	3
HE	400	Food and Equipment Demonstration	2
HE	404	Food for Family Entertaining	2
HE	418	Diet in Disease	3
HE	419	Nutrition	2
HE	423	Planning and Equipping Home Economics Laboratories	3
HE	425	Selection and Arrangement of Equip. for Home Ec. Labs.	3
HE	438	Experimental Food	3
Sci	442	Community Hygiene	2 or 3
HE	443	School Food Service	2 or 3
HE	446	Food Preservation	2

HE	452	Institution Food Preparation	3
HE	463	Institution Management Problems	2 or 3
HE	474	Teaching High School Food Classes in One Period	2 or 3
*Ed	501	Research Procedures	2
HE	501	Trends in Nutrition	2
HE	508	Food Seminar	2
*HE	510	Problems in Home Economics Education	2
HE	511	Nutrition Seminar	2
HE	513	Institution Management Seminar	2
HE	545	Workshop in Food	2
HE	556	Advanced Experimental Food	3 or 4
*Ed	561	Educational Statistics	2
Ed	570	Thesis	6

Minor: 10 semester hours (300-500 series) in any of the following areas or a combination: Education, Clothing and Textiles, Related Art, Family Life, and related arts and sciences.

*Required Course.

CLOTHING, TEXTILES, AND RELATED ART

Clothing, Textiles, and Related Art Courses — Major

			Sem. Hrs.
HE	316	Clothing Economics	2
Art	332	Advanced Design	2
Art	334	Home Furnishings	3
HE	342	Costume Millinery	3
HE	336	Clothing Problems	2
Art	400	Crafts	2
Art	410	Pottery	2
HE	412	Applied Dress Design	2
HE	414	Children's Clothing	2
Art	423	Problems in Home Furnishing	2
Art	430	Art History	2
Art	436	Costume Design	2
HE	445	Design and Construction of Slipcovers	2
HE	447	Design and Construction of Draperies and Lampshades	2
Art	448	Housing	2
Art	460	Creative Art	2
HE	466	Modern Methods of Clothing Construction	2
HE	471	History of Costume	2
HE	472	Advanced Textiles	2
HE	500	Tailoring	3
*Ed	501	Research Procedures	2
*HE	510	Problems in Home Economics Education	2
HE	514	Seminar in Clothing and Textiles	2
Art	526	Seminar in Related Art	2

HE	544	Workshop in Clothing and Textiles	2
*Ed	561	Educational Statistics	2
Ed	570	Thesis	6

Minor: 10 semester hours (300-500 series) in any of the following areas or a combination: Education, Food and Nutrition, Family Life, and related arts and sciences.

*Required Course.

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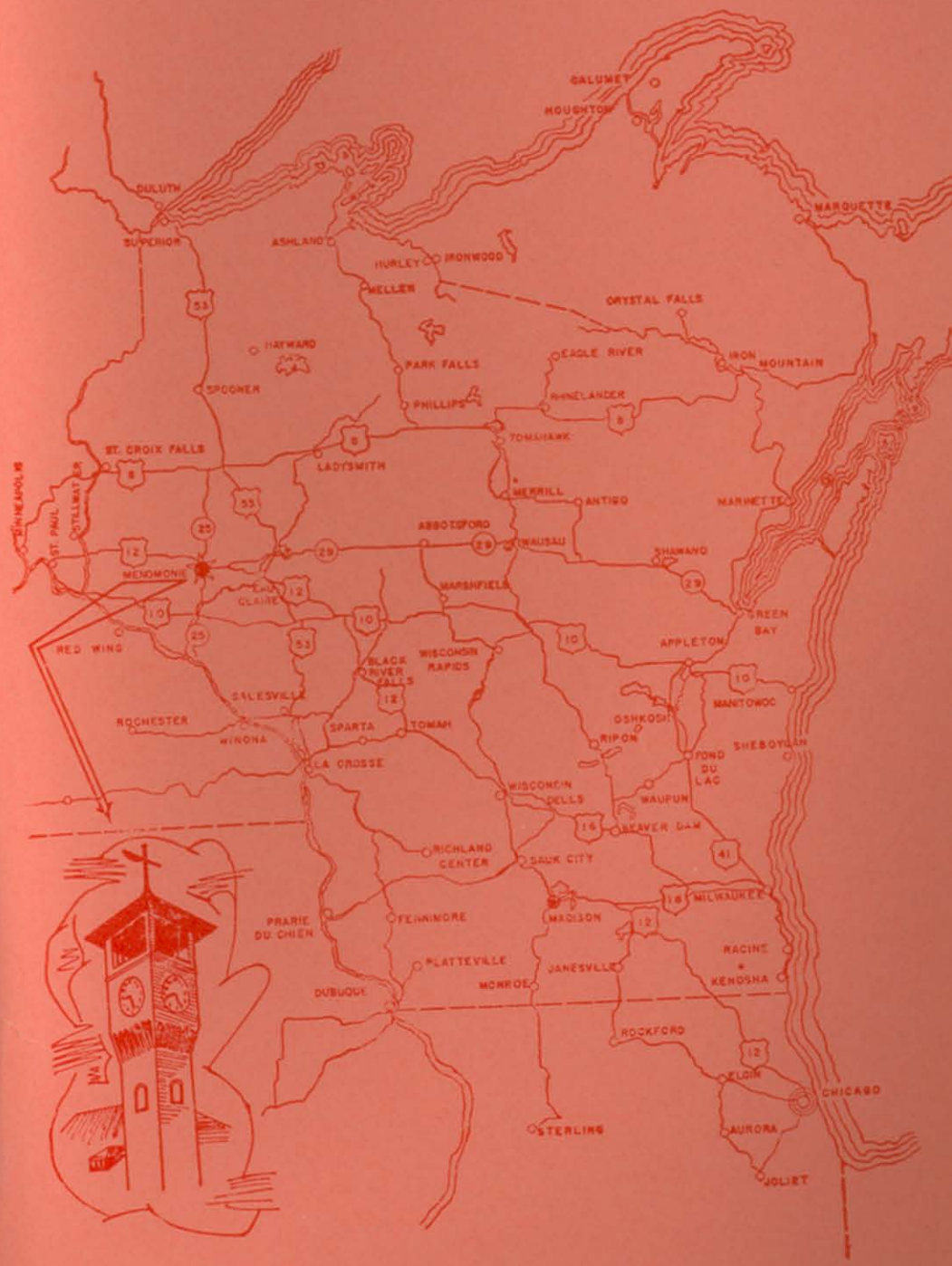
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JANESVILLE
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JOLIET